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PAPERS AND PROCEEDINGS

OF THE

TWENTY-EIGHTH GENERAL MEETING

OF THE

AMERICAN LIBRARY ASSOCIATION

HELD AT

NARRAGANSETT PIER, R. I.

JUNE 29-JULY 6

1906

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CONFERENCE OF LIBRARIANS

NARRAGANSETT PIER, R. I.

JUNE 29-JULY 6, 1906

ADDRESS OF THE PRESIDENT: ONE PHASE OF LIBRARY DEVELOPMENT

BY FRANK PIERCE HILL, *Chief Librarian of Brooklyn (N. Y.) Public Library*

THE problems which confront librarians appear in a kaleidoscopic arrangement, year after year, in new relations to each other. Fixing our attention upon them at these annual conferences we find that by the shifting of time certain topics which in previous years received our consideration have been moved aside, and form a background, as it were, for that particular phase of library development or economy which, for the time being, has assumed the most prominent position among the subjects demanding attention.

The presidents of the American Library Association have represented different kinds of libraries — subscription, proprietary, university, public. This year, speaking for the large public library, I wish to present one effect of their growth and some of the contributing causes. I shall hope to show how the expansion of the public library system has imposed new duties upon the librarian, increased his responsibilities and made it necessary for him, in the organization and conduct of his library, to follow the methods of the business world.

This is a subject which should appeal to librarians of all public libraries regardless of their size, for it is true that the librarian of the small library is called upon to meet, only in a less degree, the same problems that confront the librarian of the large library.

Times have indeed changed. There are those who claim that the old style librarian who knew books has disappeared and his place has been taken by the modern librarian, who acts as the executive officer of the institution. Such critics sigh for the library of old, with its musty tomes and its air of seclusion and repose; they long for the return of the librarian with his quiet, dignified, studious

air, and they resent the change to the utmost. There is some foundation for this criticism. Since that body of enthusiastic, tireless, indomitable workers founded the American Library Association in Philadelphia, in 1876, and adopted as their motto, "The best reading, for the largest number, at the least cost," a new kind of librarian has appeared. He is no better than the old; but he is different. We believe that the difference is due to the effort to live up to the principle embodied in the motto of the association.

The librarian of a generation or more ago had many advantages over his successor. He was always with and among his books, his desk was in the midst of them, and his work directly in touch with them. He had little to do with the details of the management of the library. In those days the initiative in all progressive schemes was taken by the board of trustees or committees of the board, and it usually happened that a policy would be adopted, or action taken without consultation with the librarian. In some libraries, even in large cities, the librarian did not attend the board or committee meetings. He was merely a "keeper of books," and being thus permitted to pursue his studious ways, his character and mind were enriched from his long and intimate association with books, and he became, as some one has described him, "a living catalog and a walking encyclopædia."

The modern librarian, from the standpoint of personal gain, has undoubtedly lost much of the joy of being a librarian. He has a private office away from the collection, or he may be unfortunate enough to have his office altogether outside of the library building where the good smell of old books never reaches him. That man deserves pity. So

situated, he is likely to get out of sympathy with the needs of the public whom he is trying to serve.

The present-day librarian has taken on duties formerly borne by the trustees, and through force of circumstances rather than inclination, he is obliged to devote much of his time and attention to the business management of the institution.

The increase in the appropriations made to libraries, and the amount of work which an up-to-date library is expected to perform, have made it necessary for a librarian to become more of a business manager than his predecessor. He must see that the income of the library is wisely and economically expended, and that the needs of the institution are so represented to trustees and the city officials as to secure sufficient money to carry on the work. He must keep in contact with the busy workers and professional men of the community, so that he may be prompt in seizing every opportunity for extending the usefulness of the library.

Trustees have realized that better results are obtained when the librarian is really the active executive head. They expect him to make recommendations, and after they, as a legislative body, have accepted and adopted them, to see that they are carried into execution.

The spirit of expansion and progress which has characterized the age has been caught by the library profession. By the formation of the American Library Association the librarians who constituted that association were banded together for aggressive work, and it is because of the unity of their action and the earnestness of their purpose that so much has been accomplished in the short space of thirty years. As a result of the interchange of ideas which these conferences have encouraged, those who have been most progressive in the profession have been able to influence their more conservative co-workers to reach out and extend their field of operation. Experiments tried in one place with success have been adopted elsewhere.

We have worked to secure the establishment of libraries upon a sound basis. Laws

providing for their maintenance have been enacted in one state after another. Organized aid for towns and cities wishing to establish libraries has been provided. The arranging and cataloging of books has become a science.

All of these things and many others the American Library Association has accomplished through committees and individuals. "The library movement," says a recent report, "has now reached a stage in its development at which it would seem that present methods may be modified, with great gain in efficiency, and a relatively diminished expenditure." The early workers in the modern library movement saw the desirability of a unification of library interests and methods, and did all they could to secure that end.

Before much more can be done, organization must extend to the association itself. It is to be hoped that the American Library Association committee on ways and means will report such a sum of money on hand for the purpose of establishing permanent headquarters as will justify the Association in making a start in this direction, even if it be of the humblest character.

In these days system and organization are indispensable in library management. The labor saving devices which have been invented for the modern man of affairs have not resulted in giving him more leisure, but have been designed to make it possible for him to accomplish more work in a given time. The librarian has studied business methods only that he, like the business man, may save time in one direction to expend it in another. The library which is not well organized will meet the same fate as the commercial house which has an incompetent head.

Not only libraries, but other educational institutions and systems have been established on such a large scale that it has been necessary to adopt modern methods so that the best results and the most economic administration might be secured. What is said of the college or university applies with equal force to the public library, that for their successful administration the scholar is not so much needed as the man of practical ability.

We are following in the footsteps of the development of the school system, with which our growth may very well be compared.

Although the truism that "knowledge is power" had been accepted by people of all ages and all stages of progress, it was long before the belief developed that even the common people might be educated, and that the safety of the nation would depend upon the intelligence, not of the few, but of the whole community. The rapid spread of this idea and the results which followed the quickening of the minds of the common people is one of the most interesting pages from the history of the civilization of man. But even after this wonderful awakening of the people to the realization of their power it was some time before it was admitted that it was the duty of the state to educate the young and prepare them for their responsibilities as citizens, and further, that all the people should be taxed to support this work. As soon as the need of general education was fully understood, and after the people of the country had declared that "schools and means of education shall forever be encouraged," it is not surprising that the conception of what constituted education should expand. In this country the public schools at first provided only the most elementary instruction, while students who wished academic or college training must procure it at their own expense. It was not until the middle of the 19th century that Horace Mann began to urge the necessity for free high schools. The establishment of these schools was rapid. Then followed the state university for higher education. The library has practically followed the same lines. Although libraries had been established in America by the colonists, they were in most instances accessible only to subscribers, members of certain societies or a limited number in the community. As the high school and state university were the outgrowth of the academy and college, so the public library, maintained at public expense, has been the natural outcome of the subscription and proprietary library. The state thus assumed the responsibility of providing public libraries as an additional means for the education of its people.

For the first time in the history of the American Library Association we have with us the president of the National Educational Association, and others who are directly interested in the work of the schools with the libraries. We bid them a hearty welcome, and express the hope that the result of the joint session which is to be held on Monday morning may be of lasting benefit to both associations.

Without anticipating the work of that day, it seems peculiarly fitting at this point to consider briefly the relations which the schools and libraries should bear towards each other.

The public library must acknowledge its indebtedness to the public schools, first, because the latter have paved the way for the former, and made possible the rapid growth and development of the library movement in this country, and second, because librarians as co-workers in the great cause of education can learn so much from the example and experience of the public school.

One of the most important questions for school and library authorities to agree upon relates to the purchase and distribution of books not directly connected with the school studies.

In some cities the board of education by supplying to the pupils of the schools books for home circulation is undertaking a work which properly belongs to the public library; while in other cities the books to be used in this way are furnished by the public library even though distributed through the public schools. The latter seems to be the proper division. The library has been established to furnish books for home reading for people of all ages. Would it not be a fair apportionment for the board of education to supply in addition to text books reference books and required supplementary reading, and the library books intended merely for circulation?

It is contrary to our ideas of political economy that two departments deriving their income from the same source should attempt to do the same work. Libraries might just as fairly start kindergartens, and ask for money from the city to support them, as for the board of education to buy, control, and distribute books for circulation among pupils

without any co-operation with the local library.

Dr. Harper, in "The trend of higher education," says: "It is pitiable to find that many graduates of our best colleges are unable in taking up the more advanced work in divinity or any graduate courses to make good use of books. They can find nothing; do not know how to proceed to find anything. No more important, no more useful training can be given men in college than that which relates to the use of books." If this is true of the college graduate, how much truer it must be of the man whose school life has not extended beyond the grammar or the high school.

A recent article in one of the magazines has deplored the fact that public libraries are so infrequently used by men. Dr. E. A. Birge, in an article which appears in the May *Library Journal*, deals in detail with this subject. Is it strange that if a man who has had the advantages of what we term the higher education has failed to appreciate the value of books—as tools, the artisan or mechanic should be slow in discovering their value in his work? Isn't this an opportunity for the closest co-operation between the schools and the library, and does it not emphasize the necessity of training children at an early age to use books?

At a recent meeting held in behalf of technical and industrial education, Prof. Charles R. Richards said: "When we face the question of training the actual hand workers in any industry, we face the problem of gaining time for instruction for those who cannot afford to be without means of support for any great length of time beyond the compulsory school age. Any real solution must consist in reconciliation between these two elements of instruction and support."

The public library cannot give the boy or man the *instruction* he desires, but it can give him books from which he may gain for himself, if he has the perseverance, the knowledge he covets. Men who seldom use the library are slow to take advantage of what the library offers. In fact unless natural students they are not likely to turn to the library for help. We believe that the boys who to-day use our

children's rooms with such a feeling of personal ownership and pride will, as the men of to-morrow, be the most loyal supporters of the library and the most appreciative patrons.

The public library has been called "the people's university." It was supposed to take up the work of education where the schools left off. The establishment of children's rooms in the public libraries has made necessary a modification of this statement. Educators are coming to realize that the library is not only a supplement to but an adjunct of the public school.

One difference between the school work and library work is this—that up to a certain age school attendance is made compulsory, while from the very beginning the library merely invites the child to come within its doors. The aim of the library is to lead the child so that he may gradually form not only the reading habit, but the library habit, and continue the use of books after he leaves school.

The importance of work with children in the immediate future is even greater than that with adults, because those of us who have had experience know how difficult it is to direct the adult to any line of study. The child and the youth, on the other hand, may be taken at an age when they can be guided and directed until they become men and women. After such a training, the child who becomes a mechanic, an artisan, a clerk, a manufacturer or student in a learned profession, knows how to use the tools at his hand in the most satisfactory way. If the best results are to be obtained it is essential that the public school and the public library—the two great factors in the educational work of the city—shall work in the utmost harmony. The adjustment of matters pertaining to the relations of the schools and library requires tact and judgment on the part of the representatives of both systems.

To return to the comparison of the development of the two systems.

Step by step the requirements for the school teacher have increased, until no one is eligible for appointment in the public schools who does not have a diploma from a training school for teachers. To-day a similar prep-

aration is essential for the library assistant, and the day is not far distant when no library will accept as an assistant one who has not made a special study of library economy in a recognized school.

By the development of branch systems the administrative duties of the librarian, like those of the school superintendent, have become more arduous and complex. Instead of one building, for example, to look after, he has many—often at great distances from each other. Their equipment and management demand much care and thought. Different sections of the same city may have different needs. These must be carefully considered so that the library may not fail in its mission, and yet so that one section may not be favored above another.

As the time when one school was sufficient to meet the demands of the town has passed, so it is rapidly approaching when not only each town and city will have a public library supported by taxation, but each city of considerable size will have libraries in different sections. It will no more think of compelling all of its inhabitants to go to one central point for books, than of compelling all of the children of school age to go to one school. During the past ten years the number of branch systems has steadily increased and we do not see the end.

The chief librarian, like the school superintendent, finds as his system grows that it will be necessary for him to sub-divide his work in order that he may be freed from too close attention to details and may be enabled to view and direct the work of the system as a whole.

Methods of work which are unquestionably good in a small library, under one roof, may be wasteful if carried on in twenty or more branches of a system. The librarian, like the business man, must constantly ask the question, "Does the result justify the expense involved?" and if he finds that it does not, the work must be simplified.

This question of expense, however, is one which is not always understood—especially by city officials. A word on this subject may not be out of place.

Some one has said that "Between the reader and the book stands the librarian, and the librarian is more the friend of the book than of the reader." Such a comment causes us to pause and ask if we are paying too much attention to the book and too little to the reader. It is generally thought that the cost of cataloging books, circulating them, and maintaining the library is too great in comparison with the cost of the books themselves, or, to put it in another way, that the amount appropriated for books is not in proportion to the total amount of the library appropriation. Possibly there has been too great a tendency toward details in certain directions, but it should be remembered that the cost of a library is more like that of the school system, and entirely different from a commercial venture. Take, for instance, the bookstore and newspaper. The first outlay is the principal item. The newspaper receives its income from advertisements and from circulation—the bookstore from profits on the sale of books. The library, on the other hand, has no income to depend upon except the appropriation which is given it by the city, or the interest on its endowment. In a word, it uses its capital for educational purposes, and no financial return is expected.

By outsiders the cost of cataloging is considered out of all proportion to the cost of the book. A student was once asked by a schoolmaster: "With what feelings ought we to regard the Decalogue?" The answer came from one who had no very clear idea of what was meant by the Decalogue, but who had a due sense both of the occasion and of the question—"Master, with feelings of devotion mingled with awe." Too many of us assume this attitude of devotion toward the catalog, and seem to feel justified in expending any amount of money by going into the most elaborate details. Possibly the pendulum has swung too far in the direction of details, but there are healthy indications of its coming back in the direction of less elaborate methods. This may be attributed in a large measure to the work which the Library of Congress has done in printing and distributing catalog cards.

Another indication of economy is the limitation of the size of branch buildings. The value of books at a branch is not in the number of volumes on the shelves, but in their usefulness. As a general thing a branch is built with a limited capacity, without any provision for future growth, the consensus of opinion being that a branch should contain not more than 25,000 volumes of live, active books.

Dr. Charles W. Eliot, at the Magnolia conference, drew the attention of librarians to the Quincy (Mass.) method of weeding out books seldom used, as first recommended by Charles Francis Adams. The necessity for this "weeding out" is first felt by branches. Librarians are giving serious consideration to this subject, and it is quite likely that some libraries will adopt the method of taking from the branches books which have not circulated for a given time—say two, three or five years, and sending them to a storehouse—whether that be the central library or some other building.

The question of what shall be done with the collection at the central building is likely to be worked out on a modification of the plan suggested by President Eliot.

A most potent factor in the changed conditions in the library world is the money, amounting to over \$40,000,000, which Andrew Carnegie has given toward the erection of library buildings. The story of Mr. Carnegie's boyhood resolution, to establish free libraries, if wealth ever came to him, and the reason which prompted it, is too well known to need repetition. Mr. Carnegie in explaining his reason for having decided upon the building of libraries as the field for the distribution of his money said: "I think it fruitful in the extreme because the library gives nothing for nothing, because it helps only those that help themselves, because it does not sap the foundation of manly independence, because it does not pauperize, because it stretches a hand to the aspiring and places a ladder upon which they can only ascend by doing the climbing themselves. This is not charity, this is not philanthropy, it is the people themselves helping themselves by taxing

themselves." "It is not what I am able to give, but what I am able to induce others to give, which does the real good which I seek to accomplish."

What greater good can man do?

Only last year one of the prominent literary magazines said: "Carnegie would have done a far greater service had he put into model tenements or hospitals the money he has invested in libraries." Even so brilliant a man as District Attorney Jerome, of New York, denounced Mr. Carnegie's gifts in these words: "I for one believe that it is unwise to take millions from the pockets of the toilers down in Homestead and build useless libraries. Better forget the name of Carnegie and leave that money with the men who earned it, and make their homes happy. I believe in law and order, but if I lived in one of those miserable hovels in the iron and steel district and needed money for a loved one, I should not view the founding of these libraries with complaisance." Mr. Jerome went further, and said that the Carnegie libraries in New York City were not used and never could be. These are strong words from a gifted man, but statistics showing the use of the new buildings as compared with the old indicate that he has not investigated the subject with legal thoroughness. We as librarians know that Mr. Carnegie's gifts have stimulated library endowments, library appropriations, library architecture, and library activities all along the line. It is not for us to say whether the money given in this way could have been more wisely expended, but whether we as trustees have made the best possible use of it.

It is probable that the community which provides its own building holds its head higher than the one which has received an endowment, but the fact remains that hundreds if not thousands of communities in this country and in the old world still be without public libraries to-day were it not for the generosity of Andrew Carnegie.

As a consequence of the growth of library building, due so largely to Mr. Carnegie's munificence, librarians have taken up the study of library architecture and building

construction in order that they might lay a solid foundation of information and knowledge for future use.

The librarian thus grounded is prepared to tell why certain features are practicable and certain others undesirable. He is able to render assistance to trustees in selecting a site, in choosing an architect, in reading plans and specifications, in obtaining estimates, and in awarding contracts. In a word, he is enabled to see that the interests of the library are properly protected on all sides.

Every librarian has a strong, well-defined, and laudable desire to plan a library building according to his own ideas of what it should contain and how it should be arranged. No one can tell how soon he may have an opportunity to do so, and unless he has obtained at least an elementary knowledge of architecture he cannot be certain that suggestions he may make are feasible and practicable.

The interest in the subject of library architecture has become so keen that the program committee has decided to devote an entire session to the consideration of this subject, so I have only touched upon it here. We hope that the discussions at that session will be suggestive, alike to those who have had considerable experience in library building, and those who have just begun the study of the subject. If as a result of this meeting, architects and librarians can agree upon some method by which plans can be purchased from one architect and used by another we shall feel that the discussion has indeed been worth while.

We have thus noted a few of the prominent causes which have called the librarian from his life of quiet and seclusion to take his place among educators and business men. We have endeavored to show how the transformation of the library from a storehouse for books to a vital educational force in the community has called for a corresponding change in the librarian to enable him to meet the responsibilities which the changed conditions have placed upon him.

But with all this modern rush and worry and attention to administrative details we must not lose sight of the fact that the library is an educational institution. We do not believe that the business manager can ever supplant the scholar in the library, the school or the college. The ideal librarian undoubtedly combines the strong points of both, but such a combination is rarely found because the qualifications of the one are, in a measure, antagonistic to the other. No one man is capable, either physically or mentally, of meeting all the requirements for the successful administration of the library. To reach the highest degree of perfection the great public library must have not only its executive whose guiding hand will steer the craft through all kinds of business dangers, but also scholarly, studious men and women who know books and how to use them. Both are necessary to the welfare of the large library. The wise administrator is the one who, while keeping his eyes upon the needs of the whole system, has the ability to discover the specialists who are needed to round out the work of the library, and to place each in his own particular niche.

The public library is no longer a luxury; it plays an important part in the making of good citizens. It is as essential to the welfare of the nation as the public parks, public playgrounds and public schools.

In the early days of the new library movement we were led by Winsor, Poole, Cutter, Green and Dewey. They were the pioneers, and as such did splendid work. We cannot do better than to keep close to many of their methods. The spirit of '76 is still abroad. Co-operation between libraries grows stronger each year. So much earnestness, zeal and readiness to accept new ideas as is manifested by the profession cannot fail to have its effect. We face the future with a feeling of confidence in the further development and progress of the library and with the belief that the advance in the years to come will be even greater than in the past.

LIBRARY PROGRESS IN RHODE ISLAND

By HARRY LYMAN KOOPMAN, *Librarian Brown University, Providence, R. I.*

PUBLIC LIBRARIES

AMONG the first settlers of Rhode Island were not only readers of books, but also writers. They were dependent, however, for several generations upon the presses of London and Boston for their printing, and upon private libraries for their reading matter. The first public library in the colony was founded just as the seventeenth century was passing over into the eighteenth. It was one of the parochial libraries sent to America through the efforts of the Rev. Thomas Bray, and was established in Newport in 1700. It consisted of about a hundred volumes and as many pastoral letters, and was strictly religious in character. The second Rhode Island library was also founded in Newport, and fortunately still exists to reflect honor upon the city and the state. In 1730, about the time that Franklin was organizing his famous Junto, which soon developed into the Philadelphia Library Company, there was formed in Newport a literary and philosophical society, of which Bishop Berkeley was a member during his stay in America. Edward Scott, a granduncle of the novelist, was also a member of the society. In population and commercial importance Newport was at this time superior to New York, and ranked with Boston and Philadelphia. The books brought over by Berkeley for his college in the Bermudas were placed at the disposal of the society, but its members soon found that further material was necessary to furnish a basis for their discussions; and in 1747 the gift of 500 pounds from Abraham Redwood for the purchase of books gave rise to the reorganization of the society as the Redwood Library Company. Five thousand pounds was collected in subscriptions for a building, which was erected in 1750. In accordance with the taste of the age the books chosen were chiefly on classical and theological subjects, and such was the fame of the library that it attracted to Newport the learned Dr. Stiles, afterwards president of Yale College, who served for 17 years as its librarian. It is an interesting his-

toric fact that the attraction of the Redwood Library was one of the influences that early made Newport a favorite place of resort for strangers, who came even from the Carolinas and the West Indies.

Three years after the Newport library had been established in its beautiful home, that is in 1753, prominent citizens of the rival, though less wealthy, town of Providence, inspired by the example set, founded the Providence Library Company. Five years later its books were destroyed by fire, but in 1768, as we learn from its printed catalog, the collection numbered nearly a thousand volumes. The library continued to exist under varying fortunes until 1836, when it was incorporated with the Providence Athenæum. The books of the company were first placed in the Town House, afterwards in the State House, but since 1838 the combined collection has occupied the beautiful ivy-clad building of the Athenæum on College street.

The next library founded in the state belonged to the type that preceded all others in America, the college library. Rhode Island College was founded in 1764 in the town of Warren, and was removed to Providence in 1770, when its first building was erected, the present University Hall, of which in 1787 Barlow sang in his *Vision of Columbus*:

"While o'er the realm reflecting solar fires,
On yon tall hill Rhode Island's seat aspires."

A beginning was made in the formation of a library as early as 1767, but the growth of the library, like that of the college, was slow, and in 1772 it contained not more than 250 volumes. About this time several important gifts of books were received from England. But from 1776 to 1782 the college building was occupied for military purposes, and the library was removed for safe keeping to a neighboring town. Soon after the establishment of peace a subscription made possible the sending of an order to London for 1400 volumes; and from this time onward, through gifts of books and money, through the establishment of funds, and through appropriations

from the college treasury, the library has grown steadily, until it now numbers nearly 150,000 volumes. As regards its dwelling places, the collection, like many another college library, has been decidedly migratory. It first occupied a room in University Hall; then, during the Revolution, it was exiled to Wrentham, Mass.; later, in 1835, it was removed to the first floor of Manning Hall; and in 1878 it was transferred to its present building. But this has long been outgrown, and it is now waiting until the new John Hay Memorial Library shall be built for its occupancy.

It is a striking testimony to the permanence of American institutions that the three public libraries established by the people of Rhode Island before the Revolution are all entering upon the twentieth century in vigor and usefulness. At this point I will venture the prophecy that the proprietary library, to which type two of them belong, is destined not to disappear in competition with the free public library, but to come again into favor in our cities and larger towns during the century before us. For instance, in the last ten years the number of shareholders of the Providence Athenæum has increased 10 per cent., and its circulation 33 per cent., with a falling off of 13 per cent. in fiction. At least seven other libraries were founded in Rhode Island during the eighteenth century, of which the first is still in existence. They are the library of the Friends' School, in Providence, founded in 1784; the Cumberland Society Library, 1792; the Gloucester Union Library, 1794; the Johnston Library, 1794; the Cranston Library Society, 1797; the Potter Library, in Bristol, 1798; and the Warren Library, 1798.

After the opening of the nineteenth century the new libraries established within the state become too numerous to receive mention in a sketch like this. Many of them "had their day and ceased to be" when the first enthusiasm of their founders died away. Still, of those that came into existence in the first half of the century, eight are in active condition, the most important being that of the Rhode Island Historical Society, which was founded in 1822. In 1840 the legislature of the state empowered the committee of each school district to appropriate ten dollars a year from the school funds for establishing and maintaining a district school library. Henry Bar-

nard, the first school commissioner of Rhode Island, was active in promoting the formation of these libraries. In 1867 the legislature gave the towns authority to establish public libraries, and two years later it empowered two towns to combine and establish a library jointly. In 1875 a free public library law was passed, which permitted any town or city to levy a tax of two and a half mills on a dollar of valuation for the establishment of a library, and two-tenths of mill annually for its maintenance. The board of education was at the same time authorized to pay for the purchase of books for such libraries a sum not exceeding \$50 for the first 500 volumes in the library, and \$25 for every additional 500 volumes; but the limit to any library is \$500 a year. Any town establishing or accepting a free public library is required to appropriate for its use at least as much as the amount received from the state. It is needless to say that this legislation has been the chief factor in the development of public libraries in the state during the last thirty years.

The most important library in the state that has been opened since the passage of these laws is the Providence Public Library, which was first made accessible to the public in 1878. So great has been the influence of this library throughout the country as well as in Rhode Island that one realizes with difficulty that the period of its activity has been less than thirty years. The success of its administration has been the more remarkable since until 1900 it was confined in utterly inadequate quarters. Mention should be made of the important work with schools carried on by this library from the beginning. In the Providence Public Library was first successfully embodied the idea of a "standard library," or a collection of the great books in the world's "literature of power," arranged in a room of its own as a library of pure culture. Another library which has exerted an influence far beyond the borders of our state is the Pawtucket Free Library, founded in 1852 and adopted as the town library in 1876. The work of this library was under great disadvantages of location until in 1902 it came into possession of its new building. This library was a pioneer in the development of work with schools, and also in the open-shelf movement. On the latter point, Mrs. Sanders, at the Thousand

Islands Conference, in 1887, in giving the result of ten years' experience at the Pawtucket Public Library, spoke these words: "Believing that the first entrance into a library should bring with it that most delightful sensation, the companionship of books, we have at our own library, contrary to the custom which now obtains, thrown open our shelves to the public." At the present time there are in Rhode Island 89 libraries of over 1000 volumes, the statistics of which are appended to this paper. Of these libraries two have over 100,000 volumes each, one has between 50,000 and 100,000, three have between 25,000 and 50,000, thirteen between 10,000 and 25,000, sixteen between 5000 and 10,000, and fifty-four between 1000 and 5000.

PRIVATE LIBRARIES

On one of the journeys which Samuel Sewall, of pine-tree shilling memory, made to the Narragansett country, in which we are now met, he stopped for dinner at a Newport inn, and while the cloth was being laid he regaled himself with reading a folio volume of Ben Jonson that belonged to his host. This occurred in 1706, and is a fair illustration of the kind of "profane literature"—a phrase now fortunately antiquated—that was to be found in the private libraries of the colony at that period. Newport undoubtedly took the lead of all the other towns in the number and importance of its private libraries. The inventories in various wills preserve for us the titles of many of the books imported by the colonists, who read all the more eagerly, and perhaps the more selectively, because their books were necessarily few. In one Newport library dispersed in 1733 we find in the midst of much theology titles like the following: "Quarles's poems," "Paradise regained," "Samson agonistes," "Plutarch's lives," "Sandys' Divine poems," "Butler's Hudibras," and "Howell's Letters." Many of these early collections were bequeathed to the Redwood Library.

Turning to the Providence town of the eighteenth century, we find the Brown family laying the foundations of that famous collection now known as the John Carter Brown Library. The earliest recorded purchase for this collection is that of Sewall's "Apocalyptic," made by Nicholas Brown in 1769. In

tracing the career of that great Rhode Island statesman, Stephen Hopkins, we find the influence of his grandfather's and his father's private libraries; he himself began early to collect books, and formed a library which was pronounced "large and valuable for the time." One who knew him in his later years declared that "he had never known a man of more universal reading." Says Mr. Sidney S. Rider, referring to the library of Governor Hopkins's grandfather, which was placed at the disposal of the neighborhood: "In these early years there came from this region very well educated and very able men; may we not reasonably infer that it was from this source that their learning came? They had not schools, they must have read these books, and thinking did the rest." After two hundred years it is still thinking that has to do the rest. Stephen Hopkins, it should be added, was one of the prime movers in founding the Providence Library Company. In the will of John Merriitt, who lived in Providence from 1750 until 1770, is given a list of 250 books which represent, along with the inevitable theology—which occupied in the minds of our fathers the place that science and sociology do in ours—the best English literature up to that date. We find in the list, for instance, the writings of Bacon, Shakespeare, Milton, Addison, Shaftesbury, Cowley, Gay, Young, Thomson, and the Restoration dramatists, and the standard translations of the classics. The library contained also the contemporary cyclopedias, dictionaries, atlases, and maps. I venture to say that this collection has stood the test of a century as regards its choice of books quite as well as our "A. L. A. catalog" will stand it. In the Narragansett country were notable early libraries. Matthew Robinson, of "Hopewell," owned a rich collection of English, French, and classical literature. Some of the ancient folios which dignified the library of the Rev. Dr. MacSparren are still preserved in the neighborhood. The books of Col. Daniel Updike and his son, still largely in the possession of the family, were, as we are told, "marvels in their day, and would be treasured in any day."

The private libraries of Rhode Island in the nineteenth century are both too numerous and too important to receive adequate treatment

here. Eight of them are described in the late Horatio Rogers's beautiful volume, "Private libraries of Providence," published in 1878. Of these libraries, two, those of John Carter Brown and Sidney S. Rider, the latter unique in the rarity of its material on the history of Rhode Island, have come intact into the possession of Brown University; of Joseph J. Cooke's library one half was divided among the principal libraries of the state; the portion of C. Fiske Harris's library devoted to American poetry and plays came to the university, the portion dealing with slavery and the Civil War to the Providence Public Library; John R. Bartlett's library came in part to the Rhode Island Historical Society; those of Royal C. Taft and Judge Rogers remain intact. A brief sketch of the most important of these libraries, that of John Carter Brown, must suffice for all.

This collection, which now occupies its own beautiful building on the campus of Brown University, was begun before the Revolution as a general library, and was so developed until the second quarter of the nineteenth century, when it came into the hands of the collector whose name it is forever to bear. Mr. Brown began by collecting specimens of early printing, but before long he centered his interest upon books relating to the history of North and South America printed before 1800; and this broad subject still remains the specialty of the library, the department in which it stands without a peer. For fifty years Mr. Brown, as Henry Stevens said, "enjoyed the first pick" of the books, maps, prints, and manuscripts collected by him in the markets of the Old World; and Mr. Brown himself has asserted that in all these years of competition with collectors from every part of the world, he never lost a book which he had made up his mind to acquire. It is therefore the aim of this library to possess every early work pertaining to the discovery, exploration, settlement, and colonial history of all parts of the two Americas. It is no exaggeration to say that it is already the one library in the world that must be consulted by every first-hand investigator in these fields; and with its endowment of half a million dollars, it may be expected to maintain the supremacy which it has won. The books of the John Carter Brown Library

number about 15,000; a conservative estimate of their present market value is a million dollars.

Dealers in second-hand books tell us that the ordinary home library of the twentieth century is below the standard that held good a generation ago; but the extraordinary home library—the rich collection of general literature gathered for the love of it—still flourishes among us, undiminished in numbers or quality. We have also private collections of specialties, among which the cynosure is the wonderful Shakespearean library formed by Marsden J. Perry, of Providence. This collection ranks in point of rarity and value of its treasures easily the first among the private Shakespearean collections of the world, and is surpassed, if indeed it is surpassed at all, by the British Museum alone. For example, it has absorbed entire the Halliwell-Phillips Shakespeare collection. Mr. Perry has also, as an aside, the finest collection of Kelmscott books extant, consisting throughout of Mr. Morris's own copies.

SUBSCRIPTION LIBRARIES

A type of library that has for two centuries played an important part in supplying reading matter to the people of Rhode Island is the subscription or circulating library. Apparently the character of the books furnished has never varied greatly, except as the character of the novel has varied from the sentimental to the romantic, from the romantic to the realistic, from the realistic to the sociological. It was from this unfailing fount that the American Lydia Languishes of the eighteenth century drew "The man of feeling" and "Tears of sensibility," from which our great-grandmothers obtained "The illuminated baron" and "The magnanimous Amazon," their daughters "The false heir" and "Hope Leslie," our own mothers "The lamp-lighter" and "Ten nights in a bar room," and after that—the deluge. During the eighteenth century plays shared with novels the favor of those who patronized the subscription libraries. These collections were apparently never the owner's only stock in trade, but were kept along with drygoods or even the miscellaneous outfit of the country store. An interesting example of this class of libraries is the one kept by Mr. Hammond, of

Newport, during the earlier part of the nineteenth century. For many years Providence has enjoyed the services of several subscription libraries. The invasion of the Book-lovers' Library and the Tabard Inn Library have produced little effect upon their rivals already in the field, and the old-fashioned subscription library bids fair to last until real life becomes so interesting that mankind (particularly womankind) will no longer crave the stimulant of fiction. It is doubtful if we have ever given to this class of libraries the credit which they deserve. They draw off from our public libraries the very demand that we are least willing to satisfy; and some of us would even say that we have no business to enter into competition with them in the field of pure entertainment, but should collect fiction simply as a branch of literature, leaving amusement in reading to be paid for like any other amusement.

BIBLIOGRAPHY

The first published catalog of a Rhode Island library is that of the Redwood Library issued in 1764, and representing over 1500 volumes. The first catalog of the Providence Library Company was printed in 1768, with entries of over 900 volumes. Brown University, or rather Rhode Island College, comes next with its catalog issued in 1793, recording nearly 2200 volumes. These were mere short-title lists, of the crudest sort, in which the books were arranged, not by authors nor by subjects, but, as the custom still is in English auction catalogs, by sizes. In passing to the dignified volume which forms the Brown University Library catalog of 1843, we find a change that is not greater in size than in character. This is an author catalog in which full names and sometimes brief biographical notes are given; before each title is its number on the page, and after it the shelf number; at the end of the volume is a subject index, with references to the page and the title number, but not always to the author. This volume was the work of the librarian of the university, Charles Coffin Jewett, afterwards librarian of the Smithsonian Institution, and later the superintendent of the Boston Public Library. The Providence Athenæum catalog of ten years later was a volume of almost exactly the same size, and was made on the same plan, except that the shelf numbers are

omitted; a supplement was published in 1861. The Redwood Library catalog of 1860 followed much the same plan, but its shelf symbols are combinations of letters and figures and are printed at the left of the title. The index is a close approach to the modern subject catalog form, except that the author's name follows the title, and the imprint is omitted.

In 1891 the Providence Public Library issued a dictionary catalog "Finding list" of 534 pages; and with this volume our larger libraries may be said to have passed, so far as their general catalogs are concerned, from the rigidity of the printed page to the flexibility of the card system.

The most distinguished printed catalog issued in Rhode Island is undoubtedly the "Bibliotheca Americana" of the John Carter Brown Library, published in 1870-1882, in four stately volumes, enriched with numerous facsimiles. It was printed in such a small edition that it has since become itself one of the rarest of rare books. Its compiler was Hon. John Russell Bartlett, to whom we owe also the "Bibliography of Rhode Island," 1864, and the "Literature of the Rebellion," 1866. His successor in the librarianship of the John Carter Brown Library, Mr. George Parker Winship, published a "Cabot bibliography" in 1900, and has issued other bibliographical works of less extent. To Mr. Clarence Saunders Brigham, librarian of the Rhode Island Historical Society, we owe the "Bibliography of Rhode Island history," appended to Field's "State of Rhode Island," 1902, and a "Report on the archives of Rhode Island," 1904. Mr. William Eaton Foster, librarian of the Providence Public Library, has written among other important bibliographical works "The literature of civil service reform in the United States," 1881; "References to the history of presidential administrations," 1885; "References to political and economic topics," 1885; and "References to the Constitution of the United States," 1890. He edited *Monthly Reference Lists*, 1881-84, and the *Monthly Bulletin of the Providence Public Library*, 1895-98. Miss Agnes C. Storer has issued "A list of publications relating to Charles Carroll of Carrollton," 1903; Mr. Hamilton B. Tompkins, a "Bibliography of George Henry Calvert,"

1900; Mr. J. Harry Bongartz a "Check list of Rhode Island laws," 1893; and Mr. Charles E. Hammett "Contributions to the bibliography and literature of Newport," 1887. Mr. James M. Sawin, principal of the Point Street Grammar School in Providence, edited 1880-91 twelve issues of his "Annual list of books for young people, with brief annotations." In the later years the edition published was 20,000. Mention should also be made of the modest but invaluable "Index to American poetry and plays in the collection of C. Fiske Harris," 1874, and of the more ambitious "Anthony memorial," 1886, a catalog of the same collection at a later period, compiled by John C. Stockbridge. Three contributions to other departments of bibliography are: "The librarians' manual," 1858, by Reuben A. Guild, librarian of Brown University, a comprehensive work, which deals, as Mr. Fletcher unkindly says, "with a primeval period in American library history;" "Libraries and readers," 1883, by Mr. Foster, a book which the years have not robbed of its pertinence or its value; and "The mastery of books," 1896, by the present librarian of the university.

LIBRARY BUILDINGS

Rhode Island library architecture began with the beautiful Doric building designed for the Redwood Library in 1748 by Peter Harrison, assistant architect of Blenheim house; it lingers for the moment over the Ionic temple dedicated in 1904 to receive the John Carter Brown Library; between these there is much important history, and not a little contribution to library design. Manning Hall, at Brown University, the second home of the college library, was erected in 1834, and was designed to be an exact reproduction, doubled in size, of the Doric temple of Artemis Propylea at Eleusis. The Providence Athenæum, another Doric building erected four years later, encloses within the sternness of its granite walls an interior that in genuine library charm is without a superior in America. Like its predecessors, the Athenæum consists virtually of one large room divided by bookcases into alcoves, — glorious retreats, either for browsing, for study, or for *tête-à-têtes*. In these alcoves Poe and Mrs. Whitman carried on their literary courtship; and in those of Manning Hall

half a century ago nestled the slender student whose name and fame will crown the next library of his university, the John Hay Memorial. Another early library building is that of the Rhode Island Historical Society, which was erected in 1844, and enlarged in 1892.

The present library building of Brown University is an interesting because an extreme example of the old college library type. It is Venetian Gothic in style, and is charmingly adapted for its original purpose, to supply the casual wants of a few book-loving professors and students, as could easily be done in the hours from ten to four. But an unkind fate has compelled this building, with its narrow windows clouded by stained glass, its numerous alcoves, and its tiny reading room, to serve the needs of a university, with students crowding into its encumbered spaces at all hours from nine in the morning until eleven at night. It should be judged, however, not by its present inadequacy, but rather by its successful adaptation to needs which now seem archaic, but which were all that had appeared above the horizon thirty years ago. Many other libraries in the state have their own buildings, which are used only for library purposes, or for the purposes of a library and a museum combined. Notable examples of this class are the libraries at Bristol, East Providence, Peace Dale, Warren, and Westerly. Other libraries own their buildings, but derive an income from the rent of portions of them. The best examples of this class are the Harris Institute Library at Woonsocket and the Olneyville Free Public Library. Still other libraries, like those of Barrington and Watchemoket, have quarters assigned to them in the town hall, an arrangement which would be ideal if libraries would only stop growing.

But there are three modern library buildings in the state that must not be passed over without particular mention. The new building of the Providence Public Library has satisfactorily stood the test of six years' occupancy. It is a pure example of the Italian Renaissance style of architecture, and is built of light Roman brick with limestone trimmings. The aim in planning the building was to provide individual accommodations for the individual needs of the library; we therefore do not find the building composed of a few large rooms indicative of large and simple

wants, but of many rooms each adapted to a special use. The shelf capacity of the entire building is 225,000 volumes, but the plan admits the construction of two additional stack buildings. Among the features that should not be overlooked by the visitor are: the position of the delivery room with reference to the stack; the plan and fittings of the standard library; the relation of use to accessibility in the assignment of the rooms to the different floors; the map room; the special library rooms; the design of the stack; the ventilating and dusting arrangements; and the heating plant. The Deborah Cook Sayles Public Library, in Pawtucket, dedicated in 1902, is one of the most beautiful library buildings not only in Rhode Island, but anywhere. It is built of Maine granite so white as to have the appearance of marble. The architecture is Greek, and the main doorway, one of the glories of the building, is an exact copy of that of the Erechtheion at Athens. A feature of the building that arrests every eye is the series of six panels designed by Laurie, which extend across the front, and represent the great civilizations of the world. The building is in the shape of a cross, and the simple masses of the exterior are indicative of the large divisions found upon entrance. At the junction of the cross is the delivery room; to right and to left are the reading room and the children's room, and behind is the stack. These four rooms are all really one, being separated only by Ionic columns. Behind the two front rooms are more retired rooms for reference and administration, and in the basement are halls and a newspaper room. The whole building is pervaded with that spirit of open shelves, of which its accomplished librarian is one of the foremost champions. One more building claims our attention, that of the John Carter Brown Library, which is the chief ornament of the campus of Brown University, as its contents are the University's richest treasure. The architecture is a somewhat ornate example of the Ionic; the material is Indiana limestone; the plan is a highly successful embodiment of the museum library idea. The interior consists of one splendid main room devoted to the principal subject of the collection, and provided with cases for exhibition

purposes; subordinate to this room are four small rooms devoted to minor subjects, and the librarian's room; in the basement is a bindery. The building and all its appointments are of the most substantial character, and are well fitted to preserve for centuries the unrivalled collection which is entrusted to them.

THE RHODE ISLAND LIBRARY ASSOCIATION

Ever since the founding of the Massachusetts Library Club in 1890 the librarians of Rhode Island have had the privilege of membership in that body, a privilege which they still highly value; they have also had the honor of contributing to the club two presidents and four vice-presidents. While they would have preferred a single organization, it was found impossible to care for the library interests of Rhode Island through an organization bearing the name of another state and necessarily occupied for the most part with the libraries of that state; so, not in any spirit of secession, but simply in order to be able to carry out at home the purposes of the elder organization, the libraries of Rhode Island in March, 1903, formed their own association. The object of the association is "to promote the library interests of the state of Rhode Island." Its membership has no local limitations, and already includes librarians in Massachusetts and New York. It usually holds two meetings a year, and it has held joint meetings with the Massachusetts and Connecticut organizations. Its meetings have been well attended, and the discussions have awakened an interest which is possibly easier to arouse in a neighborhood organization like this than in a larger and more varied body. It is perhaps too early to expect any tangible results from the association's activity. But it has certainly made the librarians of the state acquainted with one another. It has also secured a needed revision of the rules under which books supplied through state aid are purchased by the libraries, and it has begun a system of registration of library workers, which is expected to be of benefit both to the persons and to the institutions concerned. It receives the hearty recognition of the state board of education as one of the important educational forces of the state.

LIBRARIES OF RHODE ISLAND

LOCATION	NAME OF LIBRARY	DATE OF FOUNDING	VOLUMES	ADDED IN 1905	CIRCULATION IN 1905	NAME OF LIBRARIAN
Anthony...	Free Library.....	1872	3557	1088	4460—Myra S. Anthony	
Apponaug	Free Library.....	1898	4104	116	3543—Harriet E. Sherman	
Arlington	Public Library.....	1895	3906	260	11885—Mary F. Walker	
Ashaway	Free Library.....	1871	6319	218	6082—Herbert F. Larkin	
Auburn	Public Library.....	1888	6942	283	14746—Mrs. Clara L. Foster	
Barrington	Public Library.....	1880	8684	223	7186—Mrs. Emma S. Bradford	
Block Island	Island Free Library.....	1870	3276	91	1102—Edward P. Champlin	
Bristol	Rogers Free Library.....	1878	15959	483	19730—George U. Arnold	
Carolina	Public Library.....	1881	4226	528	3527—John F. Kelly	
Centredale	Union Free Library.....	1870	4392	119	3619—Frank C. Angell	
Central Falls	Free Public Library.....	1882	10800	445	11660—Edward E. Calder	
Crompton	Free Library.....	1875	5566	86	5108—Annie M. Livesey	
East Greenwich	Free Library.....	1867	6894	328	19346—Emma J. Knight	
East Providence	Watchemoket Public Library.....	1885	7180	203	15950—Mrs. J. E. Briggs	
East Providence Centre	Free Library.....	1819	4780	129	3016—Clara B. Mowry	
Edgewood	Free Public Library.....	1897	2520	230	7261—Dorothy Burge	
Exeter	Manton Free Library.....	1880	3427	52	623—Mrs. Phebe H. Edwards.	
Greenville	Public Library.....	1881	4518	94	2763—Mary A. Lamb	
Hope	Hope Library.....	1875	1910	75	1766—R. G. Howland	
Hope Valley	Langworthy Public Library.....	1888	5665	118	4469—Clara A. Olney	
Howard	Sockanosset Sch. Library.....	1859	1274	70	.....—Elmer Butterfield	
"	State Prison Library.....	1838	3700	900	20000—Andrew J. Wilcox	
Jamestown	Philomenian Library.....	1850	5321	172	5235—Mrs. L. C. Hammond	
Kingston	Free Library.....	1877	7342	167	3888.....	
"	R. I. College Library.....	1890	13595	875	.....—Lillian M. George	
Lakewood	Free Library.....	1845	4801	261	3334—John A. Belcher	
Little Compton	Free Public Library.....	1878	2414	101	2450—John B. Taylor	
Lonsdale	Lib. & Reading Room Asso.....	1854	4875	100	2721—W. A. Hinckland	
Manville	Manville Library.....	1872	3601	107	3324—Mrs. Anna P. C. Mowry	
Matunuck	R. B. Hale Mem. Library.....	1896	3090	80	2498—Mrs. Emily K. Browning.	
Middletown	Free Library.....	1848	2183	133	729—Julia C. Simmons	
Moosup Valley	Tyler Free Library.....	1900	2926	121	1612—Florence Kennedy	
Narragansett Pier	Free Library.....	1885	1900	115	4466—Mary K. Congdon	
Natick	Free Library.....	1889	3297	61	4097—Silas T. Nye.	
Newport.....	Newport Hist. Soc.....	1853	11169	790	.....—R. Hammett Tilley	
"	Naval War College Library.....	1885	7631	400	.....—Frederic C. Hicks	
"	People's Library.....	1869	35541	764	38727—Jane E. Cardner	
"	Post Library (Fort Adams).....	.....	1650	.....	.....
"	Redwood Library.....	1730	48234	1073	14390—Richard Bliss	
"	Rogers High School Library.....	.....	1200	110	.....—Frank E. Thompson	
"	Y. M. C. A. Library.....	1888	3725	75	235—A. H. Dadman	
Oaklawn	Free Public Library.....	1889	4782	303	3301—Adelaide B. Shaw	
Pascoag	Ladies' Pascoag Library.....	.....	1550	.....	.....
Pawtucket.....	Deborah Cook Sayles Library.....	1876	24572	1765	56655—Mrs. Minerva A. Sanders.	
"	Pub. High Sch. Library.....	.....	1500	25	.....—Elmer S. Hosmer	
Peace Dale	Narragansett Library.....	1852	10608	613	17761—Rose Sherman	
Phenix	Pawtuxet Valley Free Library.....	1884	6541	507	9001—Mary E. Woolsey	
Pontiac	Free Library.....	1884	3409	159	2146—Benjamin E. Albro	
Portsmouth	Free Public Library.....	1897	2103	152	2658—Katherine B. Fish	
Providence.....	Brown Univ. Library.....	1767	140000	6533	8388—H. L. Kooman	
"	Butler Hospital Library.....	1848	2134	50	758—G. Alder Blumer	
"	Classical High Sch. Library.....	1897	1543	.....	.....—Wm. T. Peck	
"	Eng. High Sch. Library.....	1843	4283	39	.....—David W. Hoyt	
"	Gregory's Circulating Library.....	1881	7500	800	.....—H. Gregory	
"	John Carter Brown Library.....	1904	16025	1165	.....—George P. Winship	
"	La Salle Acad. Library.....	1871	1572	84	.....—Brother Peter	
"	Moses Brown School Library.....	1784	8000	.....	.....—Anne E. Ewer	
"	Olneyville Free Library.....	1875	8495	127	18527—Mrs. H. H. Richardson:	
"	Prov. Athenæum	1836	7067	1460	60452—Joseph L. Harrison	
"	Prov. Teachers' Library.....	.....	1187	15	257—Florence Brown	
"	Public Library.....	1878	115349	4372	131192—William E. Foster	
"	R. I. Hist. Soc.....	1822	20000	1500	.....—Clarence S. Brigham	
"	R. I. Hospital Library.....	.....	1000	.....	.....—George S. Mathews	
"	R. I. Medical Soc.....	1879	22000	758	.....—George D. Hersey	
"	R. I. Normal School Library.....	1854	12885	780	3364—Mary E. Makepeace	
"	Sacred Heart Convent Library.....	1873	3183	60	.....—Madame Hoyer	
"	St. Xavier Acad. Library.....	1851	2100	200	4000—Sister Margaret May	
"	Shepard's Circulating Library.....	1855	8500	300	.....—Shepard Co.	
"	State Education Dept. Library.....	1845	2946	75	.....—Walter E. Ranger	
"	State Law Library.....	1868	36000	881	.....—J. Harry Bongartz	
"	State Library.....	.....	21000	1380	.....—Herbert Olin Brigham	
"	Union for Christian Work.....	1868	5643	655	6322—Mrs. Anna M. Arnold	
"	Y. M. C. A. Library.....	1853	2033	50	1350—Heman L. Calder	
"	Y. W. C. T. U. Library.....	1888	1800	180	.....—Mrs. Fanny S. Atkinson:	
Riverside	Free Public Library.....	1879	4695	123	6840—Mary W. Blodgett	
Saunderstown	Willette Free Library.....	1886	2148	274	2214—Mrs. Ruth A. Arnold	
Saylesville	Sayles Free Library.....	1886	1794	91	1037—William T. Asquith	
Shannock	Clark's Mills W. C. T. U. Lib.....	1889	2122	58	934—N. F. Kenyon	
Summit	Free Library.....	1892	2708	82	1062—Caleb G. Bates	
Tiverton	Whitridge Hall Free Library.....	1875	4885	140	2754—Mary J. Seabury	
Tiverton Four Corners.	Union Public Library.....	1820	3169	148	2406—Esther J. Manchester	
Valley Falls.....	Free Public Library.....	1880	2124	71	3644—Isaac S. Dana	
Warren	George Hall Free Library.....	1871	2124	616	9821—Mary A. Bliss	
Warwick	League Free Library.....	1883	4042	103	3801—Mrs. Mary A. S. Lane:	
Westerly.....	Pub. High Sch. Library.....	.....	8000	.....	.....—Ambrose B. Warren	
"	Public Library.....	1894	17251	1221	32278—Ethan Wilcox	
Wickford	North Kingston Free Library.....	1890	3363	150	11011—Addison W. Luther	
Woonsocket	Harris Inst. Library.....	1865	16932	599	35032—Ama H. Ward	

THE LIBRARY AS A FACTOR IN MODERN CIVILIZATION

BY WILLIAM H. P. FAUNCE, D.D., LL.D., *President of Brown University*

WE have long been accustomed to speak of three great factors in modern civilization—the school, the church, and the home. Must we, in view of such a significant meeting as this, add a fourth factor—the library? The modern library has in some places become a true school; in other places it has radiated something of the refinement for which we once looked to the home, and something of the idealism which is the peculiar gift of the church. The library is vastly more than a collection of books: it is a social, civilizing, moralizing force. We expect to find the library building in every city and town as much as to find the spire of the church or the flag of the schoolhouse. The visitor to Boston to-day finds the public library as commanding a pile as Trinity Church, and far more imposing than any schoolhouse. The visitor to New York finds the new public library building climbing into a mass and dignity as great as that of any cathedral. No smallest village is now complete without its library, and when some future Goldsmith shall sing the praise of another “Deserted village,” he will point out not only the “noisy mansion” of the school-master, not only the church adorned with the meek and unaffected grace of the rural pastor, but the loaded shelves, the catalogs and reference lists, the chairs and tables, and the zeal unaffected, though not always meek, of the modern librarian.

These libraries have sprung into being throughout the land without specific legislation and without deliberate propaganda. The church missionary societies of the country have adopted the avowed policy of planting a church in every community, and appointing superintendents of missions to see that this is done. Every state in the Union has its laws for the establishment and maintenance of schools. But these multiplying libraries have come into being without enactment of law or

the preaching of any crusade. They have spread from sea to sea by a happy contagion, they have become a noble American epidemic. The great inarticulate thirst for knowledge has demanded satisfaction, and created its own supply. Our wisest directors of public sentiment and philanthropic endeavor have realized that through the library may come a charity that does not pauperize, a help that induces self-help, light to irradiate the dark places of civilization, inspiration for every calling, and access and power to every worthy institution and noble cause. What then is the specific function of this new and powerful institution in modern life? What is the contribution of the library to civilization?

The library makes to the nation three gifts: the gift of knowledge, the gift of perspective, the gift of ideals. Putting the matter in another way, we may say it gives us facts, relations, values.

The library is primarily to conserve and disseminate knowledge. Indeed, the old conception of the library was purely that of a place of storage for written or printed material.¹ No one thought of taking out a book from a mediæval library any more than of removing a statue or painting from an art gallery. And still to-day the function of the library as a storehouse is most important. Modern democracy holds that knowledge is not for a few bright minds of each generation, not for an intellectual *élite*; but all that is knowable is to be made accessible to all that desire to know. If we allow knowledge to come only to a chosen few of each generation, how can we know that we have chosen the right ones to receive it? The genius who might turn the stream of history may be born in the lowliest cabin on the prairie, or in the darkest tenement of the great city. There may not be a village Hampden in every village, but there may be an Edison, a Fulton, an Eli Whitney, an Andrew Carnegie, a Carl Schurz

in any village in America. Only when we make knowledge accessible to all shall we know what minds and hearts are among us.

But we must discriminate. The books which no longer convey knowledge, which state theories no longer held, and propound as facts things no longer believed; in other words, antiquated books of knowledge should be sharply separated from books abreast of modern thinking. Those books which have ceased to be of any use to mankind (except for antiquarian purposes) or which never were of any use to mankind — and their name is legion — have their place in a museum, but not in a working library. In an arsenal we keep only weapons now serviceable in actual war, and relegate flint-locks, catapults, and bows and arrows to the museum. No arsenal in the world would be large enough to accommodate weapons for a modern regiment mingled with all the weapons of all past generations. It is time for some one to say frankly that there is no inherent sanctity in paper and printer's ink. It may have been true in Milton's day that a book was usually the precious life-blood of a master spirit; but to-day a book is often the product of the least erected spirit that fell. An almanac put forth to advertise some nostrum, or a novel prepared purely as a piece of merchandise, does not acquire dignity or value simply because bound in leather and placed on the shelf with "Paradise lost."

We must apply to our libraries some higher standard than that of size. We never estimate the Uffizzi or the Louvre by the number of paintings they contain, yet we continue to grade modern libraries by the number of volumes groaning on dust-covered shelves. A library of five thousand well selected books may be of far more service than one of one hundred thousand composed largely of books outgrown and forgotten. Our public libraries must distinguish sharply between the library and the museum, to the advantage of both.

Secondly: Perspective. The library aims to show us facts in their large and permanent relations. There is no virtue in mere knowledge of facts (any more than in vast numbers of volumes). Most facts are not worth

knowing, still less worth preserving. Doubtless the letter "p" occurs a certain definite number of times in the "Idylls of the king," and it may be that some deluded mortal in prison or asylum has ascertained that number; but we do not care to know that fact or have any one else know. The exact number of grains in some ant-hill is doubtless discoverable, but only a lunatic would care for the discovery. Most facts in nature and in history are in our present stage of development without value. Only when these facts are collected, classified, seen in relation, and translated into truth do they become of value to men.

For this reason the library must encourage slow, patient, thoughtful reading. We have long been told that a taste for reading is worth ten thousand a year. Whether this is true or not depends altogether on what sort of reading is referred to. The habit of letting the mind lie passive while some scribbler plays upon it is not worth ten thousand a year. The habit of letting the mind become a waste basket for sensation and scandal is not worth ten thousand a year. The habit of reading as a substitute for thinking is worth nothing, but is sheer damage to mental fibre. The university library is even more important than the university laboratory. In the laboratory we verify the theory which is far more likely to be discovered in the library. The new discovery is a new combination of old ideas, and such mental combination comes to us more easily when we are dealing with thoughts than with things.

Our students need to use books not only as tools, but as friends. In the old days, when the reading of college students was far more promiscuous than to-day, they were accustomed to regard books almost as personal acquaintances, and there was a genuine exchange and reaction of writer and reader. Such reading was indeed very desultory, but, as our professor of English literature is accustomed to say, "it was immensely fattening." Now, on the other hand, the college student goes to the library with a list of references, using many books, but becoming really acquainted with none. He opens one work

at volume 2, page 193, another at volume 4, page 315, and, having extracted the precise bit of information he desires, has no further use for the author in question. This modern method of reading is far more accurate and definite than the older method, and is obviously effective in securing results. But it must be supplemented by the "browsing" of former days, by the large horizons which come from being set free in the companionship of great minds.

Thirdly: Ideals. Our libraries must be not only storehouses of knowledge, but reservoirs of power. The great books of all time give us contact with inspiring personalities, shining examples, with the great leaders of men. The trophies of Themistocles will not suffer

us to sleep. When such books come to many a shut-in life, to many a boyhood, cabined and confined, the limitations of the farm and the factory are forgotten, the mind expands to a kinship with past and future, and the reader in some village library may become the prophet of the new century, and the leader of the modern world.

More than that: the literature of power creates the climate in which we live. It shapes our ideals of success, of power, of beauty, of goodness. Fiction and poetry, if they thus create aspiration and give us standards, may be more useful than all encyclopedias or text-books, for they deal with the sources and the goal of all human action.

SUBJECTS FIT FOR FICTION

BY OWEN WISTER, *Author of "The Virginian," "Lady Baltimore," etc.*

THE considerations to which I have the honor and the pleasure of drawing your attention—these considerations, and the conclusions that follow from them—need a long book, and not a short essay, to set them adequately forth. Therefore we find ourselves reminded of Napoleon's remark, that "The history of France should be written in two volumes or a hundred;" and we accordingly renounce elaboration, we renounce detail, we renounce every one of those explanatory qualifications and corollaries which are essential to a grave demonstration, if such demonstration is to be built symmetric, complete, and impregnable, like a fortress. We must simply read our Declaration of Independence—for a Declaration of Independence it is—confining ourselves to a few facts which lie in the knowledge of all civilized and instructed people. And since we cannot build our fortress in a hundred volumes, or even in a hundred minutes, we shall lay its corner-stone and nothing more: content if the quarter of an hour, which must suffice for this ceremony, shall show us clearly and once for all what the corner-stone is.

And so we come at once to the question, What subjects are fit for fiction? and at once we answer it, All subjects are fit for fiction. This is our Declaration of Independence, the Independence of Literature; and we may be sure that it sounds as revolutionary to certain large classes of ears as did our Declaration of 1776 sound to the ears of George the Third. All subjects are fit for fiction. This is the corner-stone; and if a nation's literature rest not upon this, believe me it is builded upon sand. Many there are in our country who would reject this stone; and without pausing to name them all, we recall among them readily the parent to whom any book is merely one of the toys with which his daughter plays when she is tired of tennis or golf; and we remember those many parishioners of dogma who love liberty so long as it belongs only to themselves. This is no new state of things, this denying the liberty of the book; and the world, having seen it often, is likely still to see it sometimes; but let us remember that we call ourselves the Land of the Free, and that since we proclaim liberty to all, we must not deny it to the author.

But here on the very threshold of our demonstration we have already reached a chance for misunderstanding. There is not one of us but has argued for a whole hour with some unconvinced adversary, to find at the end that their disagreement at the beginning was only a question of the meaning of words; so let us define clearly what we mean by "All subjects are fit for fiction." What, in the first place, is a Subject? and in the second place, what is meant by Fiction?

A Subject is anything containing the seed of dramatic growth. A landscape and nothing more, is therefore plainly not a subject within our chosen meaning. A field, a stream, a forest, a tree, a rock, a wave breaking on the sand, any of these may be enough for a picture, or for a sonnet, but they are not enough for Fiction, because they contain no seed of dramatic growth, suggest of themselves no action, are, so to speak, stationary; and though they can form the basis of a mood, an impression, a reverie, they cannot form the basis of a story. Leaving nature, and taking other examples, we see in the same way that a colonial house, or a railway train, or a woman sitting in a garden, are likewise no subjects for fiction, although out of these also may be made a picture, or a set of lyric verses; and the right artist, whether an artist in paint or an artist in words, can make out of them almost anything that his imagination pleases; can picture the landscape, the train, the colonial house, the woman, so as to make us feel gay or sad, or thoughtful, or troubled, or merely agreeably contented, as we ponder and dwell upon his work. But now observe: if to the landscape we add the threat of a great storm, or a great drought; if we place a little old lady in the colonial house; if we fill the heart of the woman in the garden with some keen retrospect or anticipation; if the railway train is rushing toward a burning bridge, then, although these subjects have not yet passed wholly outside the domain of the painter, they have already entered the domain of the teller of tales, because each one of them contains the seed of dramatic growth: suspense is now a part of them.

We choose purposely such simple instances,

in order that our definition of the term "Subject" be at once clear, comprehensive, and fundamental. When we examine such a work as "Vanity Fair" we find that its vast cubic capacity holds several subjects, among which the ambition of Becky Sharp is undoubtedly the principal one; while, if we examine such a work as "The scarlet letter," we find a single theme, ancient as mankind: a woman and two men. And with this triangle, which forms the base of many thousand romances remembered and forgotten, which gives us Helen of Troy, Iseult of Brittany, Guinevere, Desdemona, with this same triangle Hawthorne has made his Puritan drama. These illustrations of "The scarlet letter" and "Vanity Fair" serve by their very contrast to show what we mean by a "Subject." Thackeray's book contains a number, Hawthorne's only one; but in all of them we find the seed of dramatic growth. And we may notice here how pointless is that favorite remark of those clumsy counterfeits who would pass for critics; how often we see them write, and hear them say, "The plot of such and such a book or drama is 'not original'!" Thackeray uses the same triangle as Hawthorne; Becky is the woman between the two men, Lord Steyne and Rawdon Crawley. It is the different treatment given the triangle, difference in the characters, difference in time, difference in place, difference in cause, difference in consequence—it is all this and only this which matters; the fact that the same triangle lies beneath both structures is not of the slightest importance. We cannot bear too heavily upon this; having now clearly seen what a "subject" is, we cannot next see too clearly that it is not the seed itself, but the manner in which the gardener causes it to grow, that lies at the bottom of our whole enquiry. Our enquiry holds for us no surprise, no paradox, "nothing new," to quote the phrase of the counterfeit critic; it will merely remind us of existing facts, it will merely turn our eyes upon things which stare us in the face—as soon as our faces, and not our backs, are turned to them. And in order to press the point we have reached a little further home, let a third great book be named—"Anna Karenina." Here again is

the triangle; here again, like Thackeray, like Hawthorne, Tolstoi presents to us the case of a woman and two men. The world has accepted these three books. We cannot say whether or not they will be known in a thousand years; nor need we say anything so useless. It suffices to keep within our knowledge, and remember that the judgment of the civilized world has placed these three books upon the shelf of Greatness. There they stand, accepted, crowned, acclaimed; and yet, is it because of their subject? is it because of the triangle? Why, every one of us, most likely, has read other stories built upon this same triangle, and dropped them because they were dull, or flung them down because they were vile! Thus it becomes plain to us that one gardener may take the seed and so nourish it that it becomes fruitful and beautiful, while from the same seed another gardener may produce an ugly, withered stalk, its leaves blighted with bad taste, its roots cankered with insincerity. Yet most often in such cases the properly disgusted, but wholly unthoughtful, reader declares that the subject was not fit for fiction.

And next, what is Fiction?

For the purpose of our demonstration we need dwell much less upon our chosen meaning for "fiction" than we have dwelt upon our definition of "subject." The ultimate and philosophic meaning of fiction would indeed lead us far afield; and it may be doubted if we could more than approximately reach any statement of it; but here it simply means those compositions in narrative or dramatic form which are products of the imagination: "Marmion," "Silas Lapham," "David Copperfield," "Camille," "Macbeth," "Don Quixote," are all works of fiction, differing merely in their scheme of composition; while Boswell's Johnson, Kant's "Critic of pure reason," Milton's sonnet on his blindness, and Macaulay's history of England do not fall within our definition. These examples ought to show accurately enough that by "fiction" we mean certain kinds of composition in prose or verse, constructed either for the solitary reader, or the gathered audience, and roughly described as tales and plays.

But even now we have not quite done with definitions. In our statement "All subjects are fit for fiction" there is still room for confusion, because we have assumed that we all mean the same thing by the word "fit." And although our explanation why a landscape is not a "subject" necessarily infers that by "fit" we mean fitted, appropriate, available, nevertheless, we must pause here for a moment because we continually hear it said around us, and have sometimes said ourselves, that such and such a book is "not fit to read," which yet may have a subject entirely "fit for fiction;" let us firmly bear in mind that a good seed may have a bad gardener. There remains one possibility of confusion lurking in our word "fit," which it is mortifying and humiliating to be obliged to mention. It is to be feared that almost every one of us has at some time heard objection raised to some book being on the shelves of a public library because it was not "fit" for the young. This is by no means what is meant by "fit" in our present demonstration. If a material simile may be permitted, it would be as reasonable, as intelligent, to exclude lobster salad from the bill-of-fare of a great restaurant, because it was unwholesome for the young. We who understand that a public library is the safe deposit vault of all literature of all the ages, where the serious student may find all the documents necessary to any complete investigation he desires to make—we who understand this, will not mistake a public library for a children's nursery.

It is the province of parents, teachers, and guardians to regulate both the diet and the reading of those committed to their care; it is the province of the public library to furnish every work of literature to every reader who is fit to read it.

And now it is to be hoped not only that our proposition, "All subjects are fit for fiction," conveys clearly the meaning we intend, but also that by the mere process of defining our terms we have arrived close to the end of our demonstration. For, as was said at the beginning, we confine ourselves to a few facts which lie in the knowledge of all civilized and instructed people; nor shall we presume

to offer any opinion of our own in support of the proposition — any more than we should if we were undertaking to demonstrate that twice two equals four. And, moreover, we believe that "All subjects are fit for fiction" is (once we understand it) as indisputable a truth as the mathematical one we have just instanced.

Let us suppose that a young friend who wishes to be an author came to us and said: "I have a plot, and I want your opinion of it. My only doubt is whether it should be a novel or a drama. A husband and wife, after many years of happy marriage, discover that they are mother and son. The horror of this causes her to kill herself, and him to put his eyes out. What do you think of that?"

Should we not beg our young friend to choose something else? Should we not both remonstrate against the dreadfulness of his theme, and also point out its great improbability?

"Well, then," he might say, "what do you think of this one? A man is shipwrecked on a strange coast, and returns home after many years of absence."

It is likely that we should tell our friend to try again; or at any rate recommend him to develop only a short story from so slender and limited a subject. Again, he might say, "Here are two more. A son discovers that his mother has connived at his father's murder, and has married the murderer, who is his uncle. In carrying out his revenge, he is killed; but not before his mother has drunk poison and he has stabbed his uncle." Again we should be likely to object to the violence and crime involved in all this. And similarly in the case of our young friend's final offering: "A black man marries a white woman. His enemy deceives him into suspecting her fidelity, so that he murders her and kills himself."

By this time at least some of us would say: "My dear young friend, it required a Shakespeare to write 'Othello.' Do not you venture there. And you had best not try to make a new version of Hamlet either. For although the story of the son and his mother and his uncle was by no means Shakespeare's own invention, any more than Othello was; and al-

though it was already familiar to the Elizabethan public both as a story and as a play, and consequently Shakespeare undertook to write a new version of it at his peril — since his new Hamlet might have turned out inferior to the old one — nevertheless, since Shakespeare's time no one has ventured to write Hamlet again. It is not likely that you will be able to surpass him."

That is what some of us would probably say to the young man. But we should scarcely say that Hamlet was not a subject fit for fiction. And we should remember that from the man shipwrecked on a strange coast De Foe made Robinson Crusoe, which is not a short story, but a book of several hundred pages. And those of us who recall our Greek literature, recognize in the plot of the married couple who discover that they are mother and son what is acknowledged the world over as one of the greatest of the Greek tragedies, *Œdipus the King* — nay, thought by some to be the very greatest of all, and certainly thought by none to be an unfit subject.

Of "subjects" we have now named four. Stated in their simplest terms, in their seed form, they sound unpromising enough. Three of them could fairly be called unclean and revolting, and one — Robinson Crusoe — could be called dull and meagre. And yet the youngest of them, De Foe's tale, will presently be two hundred years old; while the Greek tragedy of *Œdipus* is more than two thousand years old. It has withstood all the storms of war, all the wreck of kingdoms, all the changes of taste, morals, custom, and religion, and still stands to-day superb, unquestioned, magnificent in beauty, symmetry, and strength.

And why does it so stand? Is it because of the seed? We believe that it is now plain to all that it is because of the gardener who made the seed grow. Sophocles was a great poet, a great artist, and a sincere workman; therefore in his hands the seed became a thing of beauty, and not a withered stalk.

We need cite no further examples of "subjects" which in their seed-form look forbidding, or unworthy, yet have been made into classics. They are to be found in every literature. We can perform the analysis for our-

selves, and find that at the core of a large proportion of the world's masterpieces is a "subject" which, did we not know better, we should condemn at once as being altogether unfit for fiction. But it is fairly to be presumed that the four famous cases which we have quoted are demonstration enough; that in view of *Œdipus*, and *Hamlet*, and *Othello*, we cannot make a classification, we cannot lay down rules of exclusion and inclusion; we must allow the author full liberty to choose what subject he sees fit, for we recognize that some of the greatest works of fiction have been drawn from sources which seem the least inspiring; and we are forced to conclude — there is no escape from concluding — that there is no limit save humanity itself; that the field of fiction is the field of all human experience, of all human emotion, of all human thoughts, deeds, fancies, and dreams. If we cannot see this, we merely resemble those provincials who would turn a public library into a nursery.

But, in making our Declaration of Independence, in giving the author his liberty, we have by no means relieved him of responsibility. We have merely said to the gardener: Take any seed you please; but if you do not make it grow into a thing of beauty, if you produce from it a withered, ugly stalk, we reject you. We do not wish to dictate to you what you shall tell us; therefore remember that the burden is upon you. Remember that if you choose to tell us about a husband and wife who discover that they are mother and son, you do it at your peril. Remember that whenever you choose something which in itself is revolting and painful, you do it at your peril. Win us over to it if you can, and if you do yours is the greater glory, for out of apparent ugliness you will have distilled beauty. We only wish to warn you of the seriousness and the difficulty of your task; we by no means wish to bind chains upon your gift, nor can you measure your own strength until you have tested it. Go forward, therefore, fearlessly, but soberly; for every dangerous thing you try, you try it at your peril.

Although at the beginning we said that we should renounce all explanatory qualifications, there is one of such great importance that brief allusion must be made to it.

It must have been the experience of many of us to read some work in a foreign language, and say to ourselves while reading it: "I do not object to this as it stands, but if it were translated into English I should find it unpermissible."

At first sight it seems mysterious that we should find any book acceptable only in a foreign language. But the matter is a perfectly simple one. In reading the Elizabethan authors, we come upon very coarse language, which we pass over; while if a contemporary author were to use the same language we could not endure him. Why? Not because the Elizabethan author is dead, and the contemporary author living; but because the Elizabethan author was writing in the convention of his own day. If we choose, we may put it that "he knew no better." And so it is with a foreign author whom we should dislike in English. While reading him in his original tongue, we in a sort unconsciously adopt the convention of his fellow countrymen, which is different from our own. But as soon as he is translated, our own convention surrounds him, and he becomes offensive through breach of it.

This, therefore, is the only corollary to our main proposition to which we would draw notice. Any Subject is fit for Fiction, and its treatment must lie in the convention of its time and place.

Let us hope that the above considerations and examinations of certain facts of literature have enabled us to see that there can be no doubt All Subjects are fit for Fiction. The doubt will always be, Is the man fit for the subject? And nobody can answer this but himself; he must undertake the adventure at his own peril. Sophocles could write *Œdipus*; Shakespeare could write *Hamlet*. Could any of us?

But no law save our own judgment shall forbid us from trying. And that is our Declaration of Independence.

THE LIBRARIAN OF THE DESERT

BY HARRY LYMAN KOOPMAN, *Librarian of Brown University*

[PREFATORY NOTE.—In the very heart of the Libyan Desert, the most barren and inaccessible portion of the great Sahara, is situated one of the most influential libraries of the modern world. It is the great library at the headquarters of the Senussi brotherhood, which is the chief unifying force in modern Islam. Hither, to the oasis of Kufra, the central government of the brotherhood moved about 1893 from its former seat in Jarabub, which occupies a more exposed position about three hundred miles further north on the border between Egypt and Tripoli. Jarabub still remains the burial place of the great founder of the order, and superseded Mecca as an object of pilgrimage not only for the followers of the Mahdi, but even for other Mussulmans. The great library, however, which was formed by the Mahdi's learned brother, to whom was entrusted the charge of ecclesiastical affairs and education, was removed to Kufra. Its transportation required 500, some say 800, camels. From this remote center the Mahdi stretches out his influence, for good or evil, over the whole Mohammedan world. Most writers accuse the Senussi of political designs, and look to see them lead all Islam in a revolt against Christianity and European civilization. To other authorities, like Professor Toy, they "appear to have for their object merely to secure a territory in which they may retain their customs and practice their religion in peace." The latter view is essentially that which I have ascribed to the Senussi librarian, into whose mouth I have put my poem. The reader who wishes may pursue the subject further in Arthur Silva White's volume, "From sphinx to oracle."]

WHERE the giant stairs lead down,
Boulders, and shingle, and sand,
From the lofty northern land
That fronts the far blue main,
To the vale of the Sacred Town,—
Where low on the southern plain
The wizard of Heat and Drouth,
With a sunbeam for a wand,
Upbuilds his world of deceit,
Palm grove and rippling pond
And garden and cool retreat,—
Even from north to south,
O'er the shimmering desert's face,
My laden file I trace,
My peaceful marching line;
Yet the mightiest army, I ween,
To conquer a darkened world,
The desert's eye hath seen,
Since Okba's troop was hurled,
In the might of the Prophet's word,
From the Nile to the trackless brine:—
Yea, into the sea he rode,
And, baring to heaven his sword,
He cried: "Did not the deep,
O Allah, my prowess tame,
Westward still would I sweep,
And the knowledge of Thy law,
In mercy on man bestowed,
Yet wider spread, and the awe
That is due to Thy holiest Name."

Nay, never with mine may dare
The mightiest army compare,
Not even Iskander's own,
Which hewed the world to a throne.
Nor more my little worth
To glory like theirs must yield
Than the proudest armies of earth
To the victor host I wield;
For not against spear and shield,
Nor the strength of a man's right arm,
Nor the speed of a horse's feet,
Nor the arrow's, deadlier fleet,
Nor the unseen bullet's harm,—
Not against these they war,
The weakness of men and brutes,
But against the demon powers
Behind the clouds that lurk,
That fly under heaven free,
That burrow in dank and mirk
Below the mountains' roots,
That haunt the caves of the sea,
That beleaguer these hearts of ours,
And God and his prophet abhor.

Four are the legions of might
That muster at my command:
The first is the awful Word,
Eternal, uncreate,
Yea! dateless with God's own date,
Unuttered and unheard,
But written in rays of light
On the mighty table of stone
Where future and past are shown,
That leans at God's right hand.
Thence, for the weal of men,
In a book whose leaves are gold,
That jewels and silk enfold,
That was writ with an angel's pen,
It was brought from its high estate
Through the heavens to the lowest heaven
By Gabriel — such God's plan —
In the blessed, mystic even,
On the night of power and fate,
In the month of Ramadan.
But not, O crystal sphere,
In thee lay the Word concealed;
God willed that year by year
Its truths to the Prophet's ear
Should, line upon line, be revealed;
Whether with chime of bells,
Gabriel the message tells;
Or thoughts, with silence shod,
From the Holy Spirit come
Into the secret place
Of the heart; or the very God
Veiled, or face to face,

By day or in dreams of the night,
Speaks, and the heavens bloom bright,
Speaks, and the hells are dumb.

The next of the legions arrayed
To conquer at my behest,
In the warfare of Worst and Best,
The holy TRADITIONS be,
Which age unto age cnshrine
The wisdom, the power to aid,
Of the Prophet's words divine
To his friends, the trusted few;
With the holy deeds of his hand
That were done for their eyes to see,
An example of deeds to do
In every time and land.
These in men's hearts locked fast,
Unto children's children told,
And onward as heirlooms passed,
Richer than lands or gold,
After long centuries flown,
By holy men at last
Were gathered and made known,—
Saints enlightened by prayer
To mirror the Prophet's heart,
To winnow the false from the true,
To sift the weak from the strong,
The low from the lofty to part.
For "Wo be unto you
If ye utter my sayings wrong!
But guard them with anxious care;
And be mindful that ye assign
No words to me save you know
In truth they are surely mine."
So, in warning and ruth,
Spake the Prophet long ago.
And lo! the Traditions abide,
Mighty to strengthen and guide,
To chasten, to check, to impel,
To comfort, reprove, inspire,
And weak are the weapons of hell,
And they fall in fruitless ire
On the sunbright shields of the Truth.

Behold, as they pass in review,
The legions of the CONSENT!
The mustering of the Laws,
The saying and doing blent
Of the learned and devout,
Men who saw clear and true,
Not fools in their folly blind,
Nor drunken with pride of doubt,
Nor scoffers that, snarling behind,
Snap at the heels of the Cause;
But the first of the Blessed, they,
The Prophet's helpers at need,
The mates of the Banishment,
The followers of the Flight.
Nor had these been all, but their seed
In every age might we count,
Had God for our sins not sent
Wrangling and fell despite,

Which have blinded our eyes to the way
That leads to His holy fount.
But yet shall the Faithful learn
The last, first lesson of Peace;
And the precious flood shall return
No more to the thirsty sands,
But be dipped by men's eager hands,
And the world's long thirst shall cease;
And, forgetting its fevered years,
Islam shall forward leap,
As the panting hart, that deep
Has drunk of a hidden rill,
Leaps and forgets its fears;
And they that strove shall be still,
And the evil shall cease from scathe,
And Islam, rousing its youth
As a mighty man from a swoon,
Shall renew its morn of Faith,
And the triumphs of its Truth
Shall round to a fadeless noon.

Last of my legions four,
The DECISIONS of the wise,
The new and the newer lore
That still from the old arise;
Yea, the new Truth wrought from the old
For the needs of the newer day,
Never the old to gainsay,
For the Truth is eternally true,
But only the old made new,
As a tale to the young retold.
The sun that smiled on the morn
Of the holy Prophet's birth
Rose to-day on the earth;
New to the new day born;
Even so, after centuries rolled,
The Truth abides the same,
And so long as sin its net
Shall spread, and the heedless fall
And for light in the darkness call,
Truth unto Truth shall be set,
And a new Truth forth shall flare,
As a new flame lightens the air,
When flame has been set to flame.

So march to victories new
My legions with victory bright.
But, lo! in their train a host
Of warriors doughty and true,
Heroes, although they boast
Only a mortal might.
The Roots of the Law they hight,
The Creeds from the one creed wrought,
The Renderings of the Laws,
The Comments on the Word,
The History of the Cause,
The Rules of Thought Unheard,
The Arts of the Spoken Thought.
Last, as if led in chains,
Follow in captive ranks
The books, in motley guise,
Of the lore of the prying Franks,

Who spare not earth nor sky,
Nor future nor moldering past,
But search with tireless pains,
If haply some golden grains
Of fact they may find at last;
Yet, never with knowledge wise,
And wretched for all their gains,
In doubt they live and die.

Mightiest force among men,
And swiftest fleeting, the breath,
Speech, whose birth is a death;
For, the ear of the hearer to reach,
On the speaker's lips it must die;
And, heard and uttered by each,
And uttered and heard again,
Who shall say for a sooth
That its message has not been wrought
In the limbec of men's thought
From the Truth to a semblance of Truth,
Which at heart is wholly a lie?
But the Book was born, and lo!
Like a footprint on the strand
That has hardened into stone,
The Truth, released from change,
Outlasting ruler and throne,
Abides, while centuries range,
While nations ebb and flow,
In every time and land
The Truth; else none might know
The thoughts of the great of yore,
For, ever the newer speech
The newer thought would teach,
Under the sheltering fame
Of the wise and ancient lore;
And the Truth,—like the desert mound
Slow shifting day by day,
Fill, ere one marks, it is found
New-shapen and far away,—
Would be changed in all but name,
Not abide, like the hills, the same,
Flashing the morn abroad
From their iron crests, which took
The rose of creation's dawn,—
Themselves the earliest book,
On whose carven crags, deep-drawn,
Stands written the Will of God.

Faint on the paling sky,
The Wolf-tail's white foreruns
The dawn's quick-coming red;
And our prayers go up on high
To the Lord of dawns and suns.
Then flames like darts are sped,
And lo, the sun! and anon
O'er the rosy mists he has clomb,
The terrors of night are gone,
The day with its cheer has come.

So, day after day,
For a score of days we press
Ever our southward way

Through a wilder wilderness,
To the region set apart
In the desert's deepest heart
To shelter our sacred lore.
There at last shall we halt,
Where the oasis lies enisled
In a hundred leagues of sand
That surge on every hand,
By the hot winds driven and piled,
Barren as ashes or salt.
But, to the Faithful's eyes,
A blessed bound it lies,
No foeman shall pass o'er.
Yea, in the desert's deep
To their grave in the sands might go
Army on army sent
To work our mission scathe,
And we should awake and sleep
And awake, and never know
Evil deed or intent,
Safe in our Stronghold of Faith.

O Desert, vouchsafed to be,
From all eternity,
The shelter of God's Truth,
As God's compassion large,
And lasting as the will
That wrought thee and endueth,
Receive thy priceless charge!
Accept the casket we bring
Of God's provisioning
For the healing of men's ill.
So guard it from every taint
Of the Unfaith that fills the earth,
That from it shall go forth,
Like rays of the strong sun's light,
The healing of Truth to fill
The lands where men sicken and faint,
In the twilight of Faith or its night.
All is confusion there
And blindness and whirling haste;
The days of their lives men waste
In hurrying everywhere,
And arriving nowhere at last.
They cannot see God's sky
For the smoke of their ceaseless toil,
And earth shows dull and awry
Through the dust of their mad turmoil.

Here, and only here,
Of all earth's regions trod,
Stands man, with vision clear,
Alone with the only God;
And the Truth forevermore
From the desert, as ever of yore,
On earth shall be shed abroad;
And the gardens of earth that bloom,
The gardens no less shall become
Of the holy Faith, and man,
In the desert brought face to face
With the infinite blessing and ban,
Shall live in every place
As under the eye of God.

THE RELATION OF LIBRARIES TO MUNICIPAL GOVERNMENT

BY DAVID A. BOODY, *President Board of Trustees of Brooklyn (N. Y.) Public Library*

AS one enters the harbor of New York his eye is pleased, and if an American, his patriotic sense is gratified as he beholds the Statue of Liberty, with one hand holding aloft a torch and with the other resting upon a tablet on which are written these words, "July 4, 1776." We are grateful to France for this expression of national friendship. If, however, an American artist had been selected, one not only familiar with our history, but imbued with the genius of our institutions, he might possibly have selected other emblems for this impressive and beautiful statue. It seems to me he could have placed, with great propriety, in that extended hand a book and on that tablet he might have written words like these, "By knowledge we live."

I believe there is no word which so completely epitomizes our national faith as the word knowledge. Go back beyond 1776, beyond colonial days, back to the time when the first settlements followed the landing of the *Mayflower*, and we see the faith which our fathers had in the power and usefulness of knowledge. As soon as the home shelter covered their heads they established the school and the church. They provided for the education of the mind and conscience. They were in a new country. They intended to construct a new state. They proposed to establish new institutions. But instead of following the custom that had prevailed for ages before their time of preparing for their physical safety by constructing fortified towns they prepared to fortify their hearts and minds through the power of these institutions for the work of life. We know their wise laws concerning the establishment and maintenance of free schools, but do we ever think of their sublime faith in the power of knowledge, in their establishment in the days of their weakness and poverty, years and years before the Declaration of Independence, of those great institutions of learning — Harvard, Yale,

Princeton, and William and Mary? Their long Atlantic coast could offer no resistance to an invading foe, but they knew that these institutions would teach a conception of life and duty and create a manhood stronger than all the hosts of oppression.

As population grew, as it became centered in towns and cities, the library came and the great educational trinity of America became complete. Our people were not the first to establish libraries any more than they were the first to establish governments. For ages collections of books had gone on under governmental supervision, but our people have been the first through the evolution of thought and experience to make the library an educational factor for the whole people. They are the first to give to it the character of the common school. They are the first to declare that it should be a part of the educational system of the community. The library may well receive the benefactions of the thoughtful and generous, but it should no more owe its existence to philanthropy than should the school. In our land it, like the school, should be the fatherly provision of the state, the city or the town for its sons and daughters.

Great cities have existed before our time, but never so far as we know cities so great. And never were cities growing as they are growing in our day; growing because the rural population is pouring into them; growing because men and women believe that the city provides a larger, if not a happier, place in life; growing because a million immigrants are yearly coming to our shores, the larger percentage of which immigration remains in our cities. Everybody realizes to-day that life's greatest problems, whether governmental or industrial or social, are being solved, or rather that men are seeking to solve them, in our great cities. These problems include not only the growth of our cities, but they also include the diversity of habits and

purposes and ideals which are centered there. New York to-day is a city of races, an American community of foreign nativity. How shall these mighty masses be unified in purpose, be Americanized in habit, be united in loyalty, in love of country and in the promotion of the American ideals of national and individual character? These are some of the problems of our day. You, as representatives of a great educational influence, are helping to solve these problems.

I have taken New York City, our largest city, as an illustration of the municipal problems which are crowding upon us. New York raises annually for municipal purposes over one hundred million dollars, and over twenty millions of that sum are annually devoted to the maintenance of her schools. And let me say here that these schools are excellent, progressive and an honor to that great city. Her school board is composed in the main of experienced public-spirited men. They generously give their labor without pay. Before the gift of Mr. Carnegie, it became evident to every thoughtful man that our system of education, splendid as it is, needed some reinforcement which should give it wider scope and enable it to reach all of our people. Our children leave school at the average age of fourteen years. If it be wise to expend twenty million dollars for them up to that age, shall we spend nothing afterward? Shall we do nothing for the tens of thousands of young men and women who come to our cities annually for their future homes, and upon whose intelligence and integrity our future safety and prosperity largely depend? Is it wise to spend this vast amount of money annually for our children while in our school-houses and provide no helpful educational agencies for our homes? In answer to these inquiries the branch library came into existence, and to-day Greater New York can number over sixty of these branches from which books are being circulated at the rate of at least eight millions of volumes per year. These branches are intended to reach and accommodate the whole people, as much as the schools are intended to accommodate the children alone. The

schools we cannot spare, and I think the time has come when we will all say, at least in our big cities, that the modern library cannot be spared.

The cheapness of this form of education should not be overlooked. Twenty millions per year for our children. One million per year the present annual cost of our libraries, for our children during the remainder of their lives and for the millions who come to our cities and never see the inside of a school-house. The public library as to-day administered, brought within the reach of every home, is both the cheapest and the most efficient instrumentality in the way of educating our people and in thus solving the problems of our day.

I have said that the modern library is an American institution. It is an evolution of the educational faith and purpose of our fathers. Years ago our library system, far inferior to what it is to-day, but far superior to that of any other nation, attracted the attention of the leading nations of the world. The *London Standard* in 1886, calling attention to the work it was doing, said, "Americans are our masters in many departments of literary administration." Attention was called to the great collection of books in the British Museum which were used by scholars for reference purposes, and in comparison, our American libraries were mentioned, reaching as they do and enlightening all classes of our people. The *Standard* goes on to say the American whose tastes are thus fostered are the greatest reading people in the world, and in illustration of this fact it says, of all the standard English books, many more in proportion to population, are read in the United States than in England. It continues by saying that the "Encyclopedia Britannica" had for its ninth edition 50,000 American subscribers to 10,000 in Great Britain. More than one hundred thousand volumes of Herbert Spencer's works were sold in this country before he ever visited us in 1882. And in illustration of how we subscribe for our own books, it states that the "American encyclopedia" had 120,000 subscribers and Grant's *Memoirs* 300,000 subscribers. Who shall to-

day attempt to measure the influence of sixty million volumes of books annually circulated among our people through the instrumentality of American free libraries? And consider the still greater influence when we shall perfect our branch system, making our libraries co-ordinate with and almost co-extensive with our public schools. Who shall attempt to measure this mighty influence as it touches municipal government, and throws its light upon all the industrial problems of the day? In the emergencies which have come to our nation, the world has been surprised at the skill, science, general knowledge and the complete readiness which have pervaded all classes of our people. The secret of this is

that we have believed in the power of knowledge and we have made effective the agencies for making that knowledge universal. We talk of a national tendency, the fear that wealth will absorb the minds and corrode the consciences of our people. Let us not be disturbed. Let us remember that the very intelligence which our educational institutions have provided would easily account for the accumulation of great fortunes from the unlimited resources of this great nation. Let us be comforted with the thought that this wealth is flowing back upon the people in amounts and ways unknown to any other people since the commencement of national life.

THE PUBLIC LIBRARY AS A MUNICIPAL INSTITUTION: FROM THE ADMINISTRATIVE STANDPOINT

BY HORACE G. WADLIN, *Librarian of Boston Public Library*

FIFTY years ago the public library was hardly established, although the public schools were well developed. Before the library in Boston was founded the scheme was so novel that it was necessary to support it by cogent reasons showing not only that the plan was feasible, but that it was a perfectly natural and legitimate step "to be taken for the intellectual advancement of the whole community, and for which the whole community by its previous establishment of a system of public elementary education was then peculiarly fitted and prepared."

It may repay us, in our examination of the public library as a municipal institution from the administrative standpoint, if we glance for a moment at the argument which was effective in creating the library in Boston, practically the first great city library of the modern type. The line of reasoning seems trite to-day, and has become the merest commonplace of public library philosophy. But it was not so then; and, bearing this in mind, pardon me if I quote a brief paragraph which seems to me noteworthy in its clear comprehension of what the public library was to become if the

initial step were taken, remarkable also in its grasp of fundamental principles now generally recognized. They said:

"There can be no doubt that such reading ought to be furnished to all, on the same principle that we furnish free education, and in fact, as a part, and a most important part, of the education of all. For it has been rightly judged that, under political, social, and religious institutions like ours, it is of paramount importance that the means of general information should be so diffused that the largest possible number of persons should be induced to read and understand questions going down to the very foundations of the social order, and which we, as a people, are constantly required to decide, and do decide, either ignorantly or wisely. That this *can* be done—that is, that such libraries *can* be collected, and that they will be used to a much wider extent than libraries have ever been used before, and with much more important results, there can be no doubt. . . . To accomplish this object, however, which has never yet been attempted, we must use means which have never before been used. . . .

What precise plan should be adopted for such a library it is not, perhaps, possible to settle beforehand. *It is a new thing, a new step forward in general education, and we must feel our way as we advance.*"

Fifty years have passed. The public library is still, comparatively, a new thing; and we are still feeling our way as we advance. But the germ was contained in the few sentences I have read, and those who in 1852 put such considerations before the public, and, immediately, supported by the public to which they appealed, proceeded, with more or less success, to put their theories into practice, deserve to be called the fathers of the public library movement in America.

Their prescience was still more remarkable since they were building far better than they knew. They could not have foreseen the modern city and its peculiar conditions. They were unconsciously aiding, I must believe, in the development of a modern municipal institution, impelled by forces which they did not, at the moment, clearly apprehend.

To-day the public library as an established department of municipal administration meets conditions essentially modern in a field not hitherto occupied. This inevitably changes its character as compared with the great libraries of the past, fixes its policy, and determines its methods of administration.

In this use of the word modern I contrast the present with no earlier period than the mid-nineteenth century. Since then the world for most of us has been transformed. Not only were there then no public libraries of our type, but there were in the United States no cities like those which now exist.

The tremendous industrial changes, within the memory of men still young, have created a social revolution. The old life was self-centered, peaceful, orderly; the new is complex and restless. Then our population was homogeneous, derived from a common source, moved by similar beliefs. Now we have wide contrasts in material condition, severe industrial competition, and many shades of opinion. The incoming tide of immigration, the era of machinery, the friction of class with class, have turned our larger towns and cities into

battle grounds wherein the forces of evil are constantly combatting the forces of good.

Moreover, our ideals of education and of social opportunity are slowly changing. To-day we ask not merely opportunity for ourselves but for every one, without distinction of sex, race or nationality. There is, as Professor Griggs has said, something thrilling in the unquestioning faith and enthusiasm with which the world is turning towards this ideal.

Meanwhile economic changes have forced books to the front as instruments of education more prominently than ever before. The dominant forces in progress in the past—brute strength, personal bravery, material wealth—all these, even the so-called natural resources of a country give place to-day to the general diffusion of intelligence.

"God," said Napoleon, "is on the side of the strongest battalions." If that was ever true, it is not the gospel of to-day. God is to-day on the side of developed intelligence. Precedence in the future will be given to the nation, city or individual whose intelligence is most perfectly developed and applied in the arts of peace.

The highest word in education at present is self-expression. Nevertheless, paradoxical as it may seem, in proportion as books have multiplied and become cheap, they have become more than ever the principal tools of education, the means by which the power of self-expression is attained.

I am aware that pessimists deplore our present literary standards, and nothing is more common, perhaps, than the opinion among scholars that the public to-day has little love for books. In England this is especially marked. A noted bookseller in Piccadilly said, not long ago, "No one can point to a single school in England where boys are taught to make friends of books. No one is taught how to use books, how to get the best out of them, how to be genuinely amused by them all the year round." Even the public library has been criticised as a destroyer of literature and of the literary atmosphere.

On the contrary, I believe that the intellectual life, rightly considered, was never so full as to-day; that the fruits of the intellect were

never so widely applied for the benefit of man; that the experience of the race was never so fully recorded in books as now, and that books were never so generally used as now to the end that what is obtained from them may be turned to useful account. Some years ago Charles Dudley Warner put to the scholar this pregnant question as the present-day query of the man in the street, What is your culture to me? There were never so many as now who could give to that question a satisfactory answer.

The privileges of the intellectual life have been opened to the people, and its opportunities broadened to include those who were formerly without its pale. While there are perhaps no longer the great isolated peaks, the general mass has been raised to higher levels. The intellectual hunger, the hunger of the child, frequently noticed in the adult, the period of intellectual awakening not being entirely a question of years, was never so keen as to-day. It is the purpose of the present to satisfy that hunger; to extend as widely as possible the area of privilege. It is here that the public library finds its peculiar work, and, especially in cities, its administrative success is largely proportioned to the results it achieves in this direction.

Under modern conditions a library, considered as a municipal institution, must be so administered as to reach, as no other educational institution can reach, all classes in the community. Such a library can no longer remain merely a storehouse for books, a museum for the collection of rare volumes, nor a quarry for literary artists.

However important these functions, and I do not question their importance, the peculiar work of a library as a modern municipal institution covers a wider field. The theory that a library exists principally for scholars is not applicable to such a library. Mr. Henry James has recently said, you remember, apropos of a visit to Boston, that "a library without *penetralia* is but a temple without altars." The great public library, it must be admitted, loses something of the poetry, something of the atmosphere of philosophic calm and enviable repose, the exquisite charm that be-

longs to the typical libraries of the past—to the Bodleian, for example, or to the smaller libraries in some old university town. Yet even in Boston there exist *penetralia*, not obvious to the casual eye, else they would not be *penetralia*.

But the library that properly fills its place as a municipal institution must adapt itself to present conditions. There are others than scholars whom it can help, and who do not now use it very largely. Its administration should be directed toward reaching them. It should reach the business man, the workingman, the new woman—I use that term without reproach.

These, except in a limited way, have not yet learned to use it. It must, in short, expand upon its democratic side, and in this way become the intellectual center of the life of the community, the true university of the people, extending, so far as it may be done through books, the gospel of "sweetness and light" and the power of a higher civilization. Since no similar institution was ever needed before it finds few precedents for action, but must gradually evolve them.

From the administrative point of view the functions of the modern librarian, therefore, fall naturally under two heads, namely, to inspire and to direct. Since such a library comes in contact with readers of all stages of development, from the primary school to the university, and deals largely with an entirely untrained public, frequently but one generation removed from illiteracy, and consequently, so far as the resources of the library are concerned, merely children, one of its important functions must be a wise discrimination in the selection and circulation of books.

To the objection that this implies censorship, I reply that censorship there must be, if by censorship is meant that some books are to be selected, others rejected; some freely circulated, others restricted, others not circulated at all. Everybody recognizes, I suppose, that there are unfit books, immoral books—books whose general influence upon the individual, and through him upon the community, is bad. If that is true, there is every reason why such books should not be circu-

lated by a public agency. We who administer a municipal institution have certain responsibilities that did not rest upon the librarian of the old school, or that do not attach to the private circulating library even now. We stand in this matter as the custodians of the public welfare, and have no moral right to disregard our responsibilities. It can only be asked that such censorship as we exercise shall be administered in a liberal spirit, in harmony with the principles of a liberal democracy. We shall make mistakes, undoubtedly, for we are fallible. We may sometimes offend. But just as it is admitted that there must be selection according to high standards in the field of municipal art, even in the sort of gardening that is to be permitted in our parks, or in the character and form of teaching in our public schools, so also there must be discrimination in the administration of a public library. Liberty but not license; freedom but not disregard of the accepted canons of morality to say nothing of taste—these are as necessary here as in other departments of municipal activity.

The notion that one may be turned loose in a library and left to browse, in the serene conviction that the result will be the natural selection of the book best fitted for his reading, is a theory applicable only to those who have already reached a certain stage of mental development, or who have the right sort of appetite, either inherited or acquired. It does not fit the conditions which now exist in our great cities, nor is it applicable in dealing with large groups of untrained persons, of inchoate literary taste, of many different nationalities, and of various temperaments and aptitudes. Such persons need to be helped, if you prefer that word to the less agreeable word "directed." They need to be inspired, to be carried out of their limited and often sordid world into the larger companionship which the printed book, wisely selected, may afford.

It is not a question of departments of literature, whether, for example, much or little fiction should be circulated. Questions of that kind, I take it, will settle themselves once we are agreed upon the direction toward which our administration should tend.

To make better citizens—not merely better voters, but better men and women in all civic relations, this is the prime end of the library as a municipal institution. This may or may not be the end which one has in view in collecting a private library. In that agreeable task one may gratify his private taste, and to a large extent his private whims or fancies. The society or club library, also, may be limited to the peculiar needs of its proprietors. But the public library exists for public ends; its aims are social, not individual.

Since the scholar is necessary to society it must remember the needs of the scholar, and, in doing so, preserve the traditions of the libraries of the past, modified only by the greater demands of modern scholarship. It ought to have its place for meditation and reflection, its rooms set apart for that purpose, dedicated to the appropriate gods, if you please. I have no quarrel with Mr. James on that point. If I emphasize here the more popular phases of its work, it is because these distinguish it from the libraries of older type, and because they seem to me the more important.

Since the civilization of the present rests upon the development of industry and commerce, the library should offer to the artisan assistance in developing his skill, and to the employees in our great business houses the opportunity to broaden their knowledge. There is a great reading constituency in both these classes who might find direct personal benefit within our walls. The shortening of the hours of labor, urged especially that the workingman might have more time for reading, will gradually enlarge this constituency, if we are prepared to supply its needs.

And beyond the utilitarian, there is the cultural use of books—the reading not with strenuous purpose, but for the pure love of it. It ought to be possible, for example, to show the woman who now reads fiction mainly that there are other pleasant places in the fields of literature and to lead her into them; to show the man who reads science or politics mainly that a little fiction now and then may operate as an alternative—that even poetry opens a wide vista that a man of hard common sense might well enjoy; to meet the child just de-

veloping a taste for reading and to cultivate the library habit along other lines than those of the imagination; to take the raw material that is poured upon us like a flood out of the old world, and, so far as books may help to do it, to Americanize it—these are all problems of administration, and the administration that best promotes these things is the best administration of the library considered as a municipal institution.

Questions of cataloging, bulletins, reference work, open or closed shelves—the numberless questions of detail are all to be tried by this standard: Do they help to get the right book into the hands of the right person at the right time, with the least formality and red-tape, or aid in attracting and benefiting the widest possible constituency with the least possible friction.

To summarize, the administration of the public library as a municipal institution, in American cities, at least, tends inevitably toward (1) bringing the book close to the people by means of an organization comprising a central library and outlying branches, co-ordinated under a single administrative head; (2) the confining of restrictions upon access to the book in the building or upon its circulation to the narrowest possible limits; (3) the cultivation of the library habit within the largest possible constituency; (4) direct educational work with the children and with the untrained of adult age; (5) the promotion of the use of books as helps toward enlarging the power of the individual, industrially and otherwise, and toward raising the standard of citizenship and civic responsibility; and, finally, the development of a higher literary taste among readers and the stimulation of a love of reading among those who have not heretofore felt this inspiration.

Shall we succeed in the work we are undertaking? I believe we shall, although it may be frankly admitted that the best municipal library now existing is far from realizing the high ideal I have in mind. But, as against Sisera, the stars in their courses fight on our side.

Below the turmoil and strife of the present, the disheartening array of moral delinquen-

cies, the civic corruption and individual selfishness with which we are at this moment made unpleasantly familiar, there are the great forces that in their own way are slowly advancing upon what Emerson called chaos and the dark. The institutions of society that make for peace and righteousness and civic betterment will not fail. Of these the public library is not the least.

Our task is far from light. I have no roseate dreams about it. It is to educate and guide the community in the use of books; to draw those who have never yet felt the need of anything we can offer them; to open to a constituency which has but yesterday learned to read all the companionship that may be gained from books; to help men and women to a wise and sane use of a part of that leisure which, in spite of the strenuous habit of our modern life, was never so abundant as now. In this we compete with the club, the place of amusement, and other less reputable attractions. In alluding to the work before us Dr. E. A. Birge, in his admirable address before the Wisconsin Library Association, recently said:

"It ought to be recognized that in undertaking this work the public library is entering a new and almost unexplored field of effort, and also that it is trying to extend its influence to classes of the community it has not hitherto reached, and along lines of knowledge which it has never seriously attempted to follow. In such a work there must be many experiments and many failures, and the positive result will be small for a long time." But though we may not reach the many, we shall reach those who by their influence will make good the promise that the future holds.

Thus the library, through the stored-up record of the ages which form its collections, may bring to the hungry present the knowledge of the past out of which we came, that we may cry:

"Mother Age,—for mine I knew not,—help me as
when life begun;

Rift the hills, and roll the waters, flash the light-
nings, weigh the sun.

O, I see the crescent promise of my spirit hath not
set.

Ancient founts of inspiration well thro' all my
fancy yet."

THE SONG OF THE LIBRARY STAFF

By SAM WALTER FOSS, *Librarian of Somerville (Mass.) Public Library*

Oh, joy! to see the Library staff perpetually jogging,
And to see the Cataloger in the act of cataloging.
("Catalogs — Log-books for cattle," was the school-boy's definition, —
A statement not to be despised for insight and precision)
Every language spoke at Babel in the books that pile her table,
Every theme discussed since Adam — song or story, fact or fable!
And she sweetly takes all knowledge for her province, as did Bacon,
All the fruit that's dropped and mellowed since the Knowledge tree was shaken,
All the ologies of the colleges, all the isms of the schools,
All the unassorted knowledges she assorts by Cutter's rules;
Or tags upon each author in large labels that are gluey
Their place in Thought's great Pantheon in decimals of Dewey;
Oh, joy! to see the Library staff perpetually jogging,
And to see the Cataloger in the act of cataloging.

See the Reference Librarian and the joys that appertain to her;
Who shall estimate the contents and the area of the brain to her?
See the people seeking wisdom from the four winds ever blown to her,
For they know there is no knowledge known to mortals but is known to her;
See this flower of perfect knowledge, blooming like a lush geranium,
All converging rays of wisdom focussed just beneath her cranium;
She is stuffed with erudition as you'd stuff a leather cushion,
And her wisdom is her specialty — it's marketing her mission.
How they throng to her, all empty, grovelling in their insufficiency;
How they come from her o'erflooded by the sea of her omniscience!
And they know she knows she knows things, — while she drips her learned theses
The percentage of illiteracy perceptibly decreases.
Ah, they know she knows she knows things, and her look is education;
And to look at her is culture, and to know her is salvation.

See the Children's gay Librarian. Oh, what boisterous joys are hers
As she sits upon her whirl-stool, throned amid her worshippers,

Guiding youngsters seeking wisdom through Thought's misty morning light;
Separating Tom and Billy as they clinch in deadly fight;
Giving lavatory treatment to the little hand that smears
With the soil of crusted strata laid by immemorial years;
Teaching critical acumen to the youngsters munching candy,
To whom books are all two classes — they are either "bum" or "dandy";
Dealing out to Ruths and Susies, or to Toms and Dicks and Harries,
Books on Indians or Elsie, great big bears, or little fairies.
For the Children's gay Librarian passes out with equal pains
Books on Indians or Elsie, satisfying hungering brains;
Dealing Indians or Elsie, each according to his need,
Satisfying long, long longings for an intellectual feed.

See the gleeful Desk Attendants ever dealing while they can
The un-inspected canned beef of the intellect of man;
Dealing out the brains of sages and the poet's heart divine,
(Receiving for said poet's heart ofttimes a two-cent fine);
Serene amid the tumult for new novels manifold, —
For new novels out this afternoon but thirty minutes old; —
Calm and cool amid the tumult see the Desk Attendant stand
With contentment on her features and a date-stamp in her hand.
As they feed beasts at the circus to appease their hungering rage,
So she throws this man a poet and she drops that man a sage,
And her wild beasts growl in fury when they do not like her meat, —
When the sage is tough and fibrous and the bard not over-sweet;
And some retire in frenzy, lashing wrathfully about,
When the intellectual spare-rib that they most affect is out.
But she feeds 'em, and she leads 'em and beguiles 'em with sweet guile,
And wounds 'em with her two-cent fine and heals 'em with her smile.
Oh, the gleesome Desk Attendant — who shall estimate her glee?
Get some mightier bard to sing it — 'tis a theme too big for me!

Now my Muse prepare for business. Plume your wings for loftier flight
 Through the circumambient ether to a super-lunar height,
 Then adown the empyrean from the heights where thou hast risen
 Sing, O Muse! the Head Librarian and the joy that's her'n or his'n.
 See him, see her, his or her head weightied with the lore of time,
 Trying to expend a dollar when he only has a dime;
 Tailoring appropriations — and how deftly he succeeds,
 Fitting his poor thousand dollars to his million dollar needs.
 How the glad book agents cheer him — and he cannot wish them fewer
 With "their greatest work yet published since the dawn of literature."
 And he knows another agent, champing restive to begin
 With another work still greater will immediately come in.
 So perfection on perfection follows more and more sublime
 And the line keeps on forever down the avenues of time —

So they travel on forever, stretching far beyond our ken,
 Lifting demijohns of wisdom to the thirsty lips of men.
 See him 'mid his myriad volumes listening to the gladsome din
 Of the loud vociferant public that no book is ever "in";
 And he hears the fierce taxpayer evermore lift up the shout
 That the book he needs forever is the book forever "out."
 How they rage, the numerous sinners, when he tries to please the saints,
 When he tries to please the sinners hear the numerous saints' complaints;
 And some want a Bowdlered Hemans and an expurgated Watts;
 Some are shocked beyond expression at the sight of naked thoughts!
 And he smooths their fur the right way, and he placates him or her,
 And those who come to snarl and scratch remain behind to purr.
 Oh, the gamesome glad Librarian gushing with his gurgling glee! —
 Here I hand my resignation, — 'tis a theme too big for me.

THE BASIS OF TAXATION FOR PUBLIC LIBRARIES

By JAMES HULME CANFIELD, *Librarian of Columbia University*

LESS than a hundred years ago — considerably less! — any discussion of taxation in this country would doubtless have set as the limitations of government action the necessity of the government itself. In those days we said that the less we knew of government the better, that almost without qualification it was a necessary burden and a social and economic evil which we would gladly put away if we could, that it was an accident or incident of fallen humanity, and that the higher men rose in the scale of rational and enlightened existence, and the purer they became, the less would they need government and the less would they perceive the existence of government. We would have said that the chief purpose of government was to decide in an apparent conflict of rights, or to prevent a conflict of rights; or we would have summed up its sole object in the single sentence that the purpose of government is to secure to all who labor the fruits of their labor.

To-day, however, we occupy much broader ground, and what we really believe to be much more sane and safe ground — although sometimes we fear that the pendulum in its upward swing may go too far. That is a detail, however, of administration, rather than a defect in principle. To-day we say that government is the agent for the people, established to do whatever the people wish to have done. It is no longer simply the common laborer, like one who kindles our fires, sweeps our offices, cares for our horses, and does the other odd jobs of life — leaving us free to give undivided attention to our more important business; but it is the concrete manifestation of a system of co-operation, by which we do jointly everything which we can do better that way than each working for himself.

This statement of course broadens the whole field of taxation.

Taxes may be defined as enforced, equitable and proportional contributions from persons.

and property, levied by the community not only for the maintenance of government but for all public needs and advantage. Taxes are the contributions of the people for things conducive to the common welfare. The citizen pays the tax that he may enjoy the benefits of organized society. The points or expressions in these definitions on which we need to lay emphasis are "equitable and proportional contributions," "public needs and advantage," "common welfare," "organized society." In other words, taxation regards the general benefit and welfare of political society, through which it necessarily but indirectly reaches and advances the individual. It is hardly too much to say that it pays but indirect regard to the individual as such.

It may be remarked incidentally that under this view taxation has no practical limitation except the public welfare. Taxation is arranged for the general good and keeps pace with it. There is really no principle whatever by which taxation may be arbitrarily limited. The effort in nearly every state in the Union, possibly in every state, to fix or to attempt to fix by statute, the limit beyond which taxation shall not go, is a surprising confession of distrust in our general system of government, and of weakness in our system of levying as now administered. Legislation may with entire propriety limit the amount of indebtedness which a given community may incur (because this is placing an unjust load upon future generations and avoiding personal and present responsibility), and legislation may protect the minority by requiring certain definite majorities in order to secure certain expenditures, or possibly by limiting suffrage with regard to certain forms of tax levies. But with no propriety or safety whatever may legislation curtail the amount which a community may be entirely willing to contribute and expend. Economy, frugality, wisdom in expenditure, integrity, cannot be enforced by law. There is too much character involved in each. Then, too, economy and frugality do not necessarily mean small expense or low taxation. Indeed, the connection between the two is so slight as to form almost no ground whatever for judgment in this matter. Other factors are so numerous and controlling that the solution of

the problem of wise taxation goes very lame and halting on this factor alone. If taxes are so collected and expended as to make them a good investment, then they may be carried to any extent that individual expenditure may reach. Taxation may be high and yet actually a matter of profit, as where the cost of water works and a sewer system is more than offset by the general rise in property values, the reduction in insurance rates, the decrease in losses by fire, and a lessening of the expense attending sickness. Or taxes may be high and gladly sustained although bringing no money returns, as in the case of great public comfort, convenience or advantage. Just as an individual may be very willing to limit his expenditures in many ways in order that he may have attractive grounds about his house, or may own a well-filled library, or make a yearly pilgrimage to the metropolis; so the people of a town may, very properly and wisely, make actual sacrifices in personal expenditures in order to secure through taxation efficient schools, a public library, a beautiful park, or some of the advantages of the metropolis in a course of public lectures. All these should be considered rather as extraordinary expenditures, to be met by special action—since for all general purposes taxes may be and ought to be such as to demand no very great sacrifice; but such extraordinary expenditures ought not to be barred by statutory enactment.

We should keep in mind always that the purpose of taxation is to make possible a product of greater value than the amount collected. This is one of the surest tests of the wisdom and integrity of both levy and outlay. Expenditure should be clearly remunerative. Every possible effort should be made to establish the fact that the amount paid to the tax-collector is one of the best investments that citizens can possibly make. Let it be clearly understood that no money is wasted, that public service is just as efficient as that of a private corporation, that schools and libraries and roads and parks are worth all we put into them, and there will be very little hesitancy or dishonesty on the part of the public in tax matters.

It may be well to answer still more emphat-

ically the inquiry as to who are the proper beneficiaries of any collection and expenditure of public revenues. Possibly as communities and states we ought to occupy higher ground, but at present we certainly do very little for individuals as such. Taxes are levied not because the taxpayer wants something, but because the public wants something. The benefits of a tax are not redistributed to each taxpayer according to the size of his tax receipts. Thousands of dollars for making good roads are contributed by people who never ride over them, a large part of the school tax is paid by those who have no children to enjoy the educational privileges thus secured, parks are built and museums are maintained and public libraries are opened by people who never visit them. The results of taxation as enjoyed by the individual are not a great and generous giving upon the part of the community to the individual as such. The welfare of the community as a whole is always in mind, and the direct results to any individual are so entirely secondary as to be almost negligible. In fact, the community may even inflict injury upon the individual for the sake of the community—as when in the exercise of its right of eminent domain it takes a homestead from an individual and creates a highway. It is true that reasonable damages are awarded—but time and again monetary damages cannot make good all the suffering which such action involves.

Having laid this broad yet sound foundation, we find ourselves faced with the question, What is the purpose and intent of the public library? I can answer this most briefly by saying that what is sought by the public library is precisely what is sought by the public schools, and something more. If we carefully analyze this expression "something more," we will find that to education and information the public library adds recreation and that rather intangible and indefinite something which we call culture. But all this comes within the field of legitimate taxation; just as we levy a tax the result of which is to be the utility of good roads, yet make further expenditure for the comfort and pleasure of the traveller by planting shade-trees along the side; just as we create breathing places in a great

city by the purchase of grounds and buildings and the destruction of the buildings, and then beautify the spot by greensward and shrubbery and flowers; just as we teach the three R's, the so-called fundamentals, in the public schools and then add to these fundamentals instruction which develops and directs both ethic and æsthetic taste and is conducive to sound morals.

This brings us immediately to a most important and fundamental view of the public library, the only viewpoint from which we can see it in true perspective and in true relations, the only position which we can assume with any safety whatever when we discuss the question of public taxation, and that is that the public library is an integral part of the public and free system of education. When we have thus determined we are on absolutely safe ground. All public education rests back upon the constitution and laws of each state. No commonwealth has expressed the fundamental reason for public education better than has the state of Massachusetts. Its constitution (Chapter v., Section 2) declares that "Wisdom and knowledge as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties, and these depending upon spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people; it shall be the duty of legislatures and magistrates to . . . cherish the interests of public schools and grammar schools in the towns." It was with this thought in mind that our fathers and our fathers' fathers planned the scheme of general advancement and enlightenment which in its scope and in its success has far outrun the limits of the initial thought, and has grandly fulfilled all their early hopes.

It was the Puritan theory of life that lay at the bottom of the whole system of popular education in New England. Crude indeed as was their thought of individual responsibility, which always calls for individual intelligence; hampered as they were by custom and prejudice in following even their own ideals, yet they broke new ground and sowed new seed, and under God the increase is our own. It

was a sort of instinct of the race, that quick insight which has marked the American people at every stage of their progress, that ready grasp upon all the details of a practical movement which is so peculiarly characteristic of us—it was this temperament that early appreciated the necessity of general education under public control and supervision if we were to be successful in building a free state in the wilderness. This educational system is not something that has been thrust upon us by a few designing people; it is not a hobby on which some small segment of the public may ride; it is the magnificent result of steady growth under steady and intelligent demand. It is a system organized by the state, maintained by the state, and the wisest and surest means of self-preservation possessed by the state—all of which marks it as a public system, sharply differentiated from any and every form of private instruction.

The state accepts and maintains this educational system quite as much through a sense of necessity as through choice. A free republic without a system of public education common to all would be short-lived indeed, because the intelligence and morality of its citizens are its only safeguards, its only promises of perpetuity, its only sureties of endurance. The act of the state in education is a selfish act; an act grounded in enlightened selfishness it may be, nevertheless grounded in selfishness in the very best sense of a much abused word. It is simply an act of self-protection. It may well accept as the best expression of its reason for being the statement in Washington's Farewell Address that "In proportion as the structure of government gives force to public opinion it is essential that public opinion should be enlightened."

We must not forget that the American people are their own masters, for good or for ill; since freedom means freedom for self injury and cannot mean less. That this may be a mastery for good and not for ill comes this general and public and imperative demand for general public enlightenment and intelligence. The proposition that only an enlightened and an intelligent people can make self-government a success is so self-evident as to make argument but a vain repetition of

empty words. And yet we know that the public school side of our system of free public education is as yet only able to secure five years schooling for the average child in this country—an all too narrow portal through which to enter upon successful citizenship. There is an imperative demand then for the establishment and the development and for the wise administration of that other branch of our system of free public education which we know as the public library.

We must understand clearly that the beneficent result of this system of education, bifurcated if you choose to call it so, is just as possible to the son of the peasant as to the son of the president, is just as helpful to the blacksmith as to the barrister, to the farmer as to the philosopher; and in its possibilities and in its helpfulness is a constant blessing to all and through all, and is needed by all alike. By what may be termed an instinct of humanity all governments from the very earliest day, even before the coming of modern civilization, have recognized that good citizens are more to be desired than great cities, and that to place wisdom and integrity in the service of the state is better than to gather silver and gold. No nation has forgotten this and escaped destruction. No nation is in existence to-day that does not owe its present vitality to a wise observation of this natural law.

The most worthy mind, that which is of most value to the world, is the well-informed mind which is public and large. Only through the development of such, both as leaders and as followers, can all classes be brought into an understanding of each other, can we preserve true republican equality, can we avoid that insulation and seclusion which are unwholesome and unworthy of true American manhood. The state has no resources at all comparable with its citizens. A man is worth to himself just what he is capable of enjoying, and he is worth to the state just what he is capable of imparting. These form an exact and true measure of every man. The greatest positive strength and value, therefore, must always be associated with the greatest positive and practical development of every faculty and power.

This then is the true basis of taxation for

public libraries. Such a tax is subject to all the canons of usual taxation, and may be defended and must be defended upon precisely the same grounds as we defend the tax for the public schools. Only as we place the public library squarely upon this foundation, and entirely within the lines of a great scheme of public education, established for the general reasons and purposes just outlined, can we really defend it at all. Once this position is taken and accepted, we are safe against all comers. And this will make exceedingly simple and plain the general problem of administration of the public library. The community will soon come to understand that their relations to the library are precisely like their relations to the other branch of the system of public education, the public schools; that if they desire any change in administration it must be found in the usual way, through a change of directors at the proper time and in the proper manner. The taxpayer will no more think of insisting that because he is a taxpayer he has a right to demand a certain book or certain books through the public li-

brary, than he will think that as a taxpayer he has a right to demand the instruction of his children in a specific branch or in specific branches which the directors of the public schools have not yet included in the curriculum. There will come also to the librarian the same sense of security that comes to the teacher of the public schools. While each branch of our system of education is wisely under its own directors, a differentiation which ought to be continued, the possible co-operation between all officers and workers in the two at least equal parts of this great field is multiplied indefinitely by a correct understanding of the relations and possible coordination of these parts.

Let every teacher and every librarian, therefore, and every director of school or library, every sincerely patriotic citizen, adopt at once as a fundamental proposition the statement that the public school and the public library are integral parts of one great system of public and free education. This makes our educational future absolutely sure for all years to come.

THE WHOLE DUTY OF A LIBRARY TRUSTEE: FROM A LIBRARIAN'S STANDPOINT

BY ARTHUR E. BOSTWICK, *Chief of Circulation Department, New York Public Library*

AT a former meeting of this section the present writer had the honor of reading a paper in which he made an attempt to show that the trustee of the public library is the representative of the public and, as such, interested especially in results as distinguished from methods, which are the business of the librarian as an expert administrator. In making this distinction I urged trustees to give particular attention to the formulation of such results as they should consider desirable, that librarians on their part might confine themselves more to the consideration of appropriate methods for the attainment of these results. So far as I know, however, this work remains to be accomplished, and it is because I still think it desirable that I welcome this opportunity of restating the situation and making some attempt to illustrate

it and to indicate what may and should be done in the premises. According to this view it is not only the duty of a board of trustees to consider what should be the results aimed at by its library, to formulate its conclusions, to communicate them to the librarian and then to hold him responsible for their attainment, but everything that the board may properly do may be brought under this head; and to state it broadly is therefore to set forth comprehensively the "whole duty of a trustee," which may serve as the justification of my somewhat ambitious title.

The layman's influence, control exercised by and through the viewpoint of the general public, is a most excellent thing, however much the expert may chafe under it. This is apparent in every art and craft. The expert, the man who has made a study of

technique, of the way to do it, comes more and more to think of the method rather than the result—to elaborate detail and manner and to take keen joy in their recognition and comparison. So it is with the worker in art or in literature, and thus we have what are called painter's pictures and musician's music and poet's poems—works that interest and delight those whose business it is to produce them, but which leave the general reader or hearer cold. It is evident that these, no matter how valuable or interesting they may be from one standpoint, are not the highest examples of their class. Better are the crude attempts of native genius which kindle enthusiasm and arouse the best impulses while breaking every canon of art. Best of all, of course, are the works where the technique and the result are both admirable and where the technical resources of the worker are brought to bear consciously, directly and successfully upon the attainment of the result. And to produce such works two forces must generally co-operate—the trained skill and enthusiasm of the artist and the requirement of the general public that his work must appeal to them, interest them, take them a message. Now this is of interest to us here and now, because, just as we occasionally have "composer's music" and "architect's buildings," so, it is to be feared, we may have librarian's libraries—institutions that are carried on with the highest degree of technical skill and with enthusiasm and interest and yet fail of adequate achievement because the librarian makes the mistake of regarding the technique as an end instead of as a means—of thinking that if his methods be precise, systematic and correct, good results must needs follow, instead of aiming directly at his results and adapting his methods to their attainment.

It is here that the trustee, as the official representative of the general public, may apply a corrective influence. In the case of the artist or the writer this influence is brought to bear generally in a financial way—by a wealthy patron who will order a picture or statue provided it accords with his own ideas—by hostile criticism, public or private, that drives away purchasers. In a public library, public opinion rarely makes

itself felt in this way; indeed, it could do so only in cases where disregard of the public amounted to mismanagement and led to the reduction of appropriations or the discharge of the librarian. Public criticism, as in the press, might also affect a librarian's course; it undoubtedly often does, but it need not; and he may safely disregard it as a general thing. When, however, his board of trustees calls him to account, he must listen, and when it tells him what he is expected to do, it is then his business to devise the best way to do it.

A rough classification and analysis of the results that a librarian may be expected to accomplish may not be out of place here. We may treat them under four heads: financial, educational, recreational and social.

Financial results.—A library must show a good material return for money expended. By this is meant that its books and supplies must be purchased at fair rates, its salaries reasonably proportioned to quantity and quality of services rendered, its property economically administered. A board of trustees is derelict in its duty if it does not require all this, and also hold its librarian rigidly to such requirement. This means that it must, along the broadest lines, know the ratio of expenditure to return in these various departments; it does not mean that the librarian should be hampered by the prescription of details. It means, for example, that the expert administrator should be called to account if his bills for lighting and heating are excessive, and that he should be asked to show cause why they should not be kept within bounds; it does not mean that he should be required to use lights of a certain candle-power or turn off the light in a particular room at a given hour. In most libraries, the making of annual appropriations under designated heads and the requirement that cause shall be shown for a transfer from one of these categories to another, are sufficient measures of financial control.

Among the financial results that have already attracted the attention of the public and hence engaged the interest of boards of trustees is the attainment of a proper ratio of expenditure for books to the expense of administration. This ratio is generally regarded by the lay critic as abnormally small, but

trustees have generally acquiesced in the librarian's explanation of the causes that seem to him to make it necessarily so. It is undoubtedly the trustee's duty to call his expert administrator's attention to this and all other seeming discrepancies in expenditure, and to make sure that they are not carrying the library too far toward technical perfection at the expense of practical efficiency.

Educational results.—It is only right to require that a library should be able to show that it is increasing the educational content of the community, or raising its educational standard, or at least that it is exerting itself to do so, both directly and by co-operation with other agencies, especially with the public schools. A board of trustees is certainly justified in ascertaining by any means in its power whether this is being done, and if not, in asking an explanation of its librarian. Does everyone in the community know where the library is? Is everyone who would be benefited by it making use of it? Is it a help to the schools, and do the teachers recognize this fact? Does the community in general regard it as a place where material for the acquisition of knowledge is stored and discriminatingly given out? These are questions that can be settled not so much by the examination of statistics as by ascertaining the general feeling of the community. It is much easier for a trustee to find this out than it is for a librarian; and trustees, both individually and as a body, should continually bear in mind the value to him of information along this line. Librarians are apt to talk a good deal about the educational function of the library as an adjunct and supplement to the school. It is to their credit that they have made it an educational force not under pressure but voluntarily, as a recognition of the necessities of the situation. But where such necessities have not yet been recognized or where their full import has been slow of realization, the educational side of library work remains undeveloped. Let the board of trustees notify its executive officer that it expects him to look to this feature of his work as thoroughly as to the condition of his building or the economical expenditure of his lighting appropriation, and all such institutions will experience a change of heart.

Recreational results.—Nothing is more im-

portant to the physical and moral health of a community, as of an individual, than the quality of the recreation that it takes. The question of whether recreation is or is not taken need not be considered. Everyone takes recreation; if means for the healthy normal variety are not provided, the other kind will occupy its place. And the healthy, normal individual—child or adult—prefers the first kind if he can get it. With the physical variety the library has nothing to do; but to purvey proper intellectual recreation is one of its most important provinces. Is this adequately done? Is it done at all? Does the librarian exalt other functions of his great machine and neglect this one? The large amount of fiction circulated in most public libraries is generally taken as an indication that the quantity of its recreational content is considerable, whatever may be said of the quality; but this is a very superficial way of looking at the matter. There is educational material of the highest value in fiction and nearly every non-fiction class contains books of value for recreation. Moreover, what may be recreation to one man may be the hardest kind of study to another. The enthusiast in higher mathematics may extract as pure amusement from a book on the theory of functions as his neighbor would from the works of "John Henry." In short, it is very difficult to separate education and recreation. Good work presupposes good play. It is simply our duty to view the library as a whole and to decide whether it contains the means of satisfying so much of the community's demand for recreation as is wholesome and proper. Whether it does this may be judged from the freedom with which the library is used for recreational purposes compared with other agencies. A proper admixture of physical and intellectual amusement is required by everybody; is the library doing its share toward the purveying of the latter form? I do not know any better way of finding out than for the library trustees to use their eyes and ears, nor any more effective remedy for inadequate results along this line than the pressure that they can bring to bear on their librarian.

Social results.—Under this head we may group a very large number of results that are apt to be overlooked or taken for granted.

They may perhaps be summarized in the statement that the library should take its proper place in the institutional life of the community. What this is will depend largely on the community's size and its social content. In many small towns the library naturally assumes great social importance; in a city it may be relatively of less weight, though perhaps its influence in the aggregate may be even greater. Whether it is doing this part of its work properly may probably be best ascertained by comparison with the work of other institutions that go to build up the social fabric—the church, the home, the club, the social assembly. Does the dweller in the community turn as naturally to the library for intellectual help as he does to the church for religious consolation? Does he seek intellectual recreation there as he seeks physical recreation at his athletic club or social entertainment at a dance? And so seeking, does he find? Does he come to regard the library as his intellectual home and the librarian and his assistants as friends? What, on the other hand, is the attitude of the library staff toward the public? Is it inviting or repellent, friendly or coldly hostile, helpful or indifferent? Here is a whole body of results that are, in a way, the most important that a library can produce, and yet it is impossible to set them down in figures; they can scarcely even be expressed in words. The social status of a library is like a man's reputation or his credit; it is built up by thousands of separate acts and by an attitude maintained consistently for years; yet a breath may blast it. Of this position a board of trustees should be particularly proud and its members should do their best to uphold it. If they realize by those many delicate indications that we all recognize but cannot formulate, that the library is failing to maintain it, the librarian should hear from them. They should let him know that something is wrong and that they expect him to right it. If he does not know how, that is an indication that his personality and ability are parts of the failure.

This, then, from the writer's standpoint, is the whole duty of a trustee—or rather of a board of trustees—to see clearly what it wants, to give the librarian his orders, and to require an accounting.

I am frequently struck with the attitude of librarians toward their boards of trustees, not as shown in their public acts, but as revealed in conversation among themselves. A board is apt to be adjudged good or bad, satisfactory or unsatisfactory, as it takes a more or less passive part in the administration of the library. If it acts simply to approve what the librarian does and to see that he gets the necessary funds, it is regarded as ideal. All that most librarians seem to want is to be given plenty of money and then to be let alone. This is a view of the whole duty of a trustee with which I do not sympathize. On the other hand, it is not to be denied that boards of trustees have done much to encourage this attitude because when they are really active in their interest their activity looks too closely to detail. They are then apt to interfere in the regulation of methods rather than to require results and afterward ascertain whether and in what degree these results have been reached.

A board of trustees is the supreme authority in a library. I would have this fact realized in its fullest meaning by both trustees and librarian. And I would have the board exercise its supremacy in what may be called the American manner. The people constitute the supreme authority both in Great Britain and in the United States. In the former country, however, this authority is symbolized by the person of a monarch, who reigns but does not govern; and the minutest details of administration are attended to by the people in the persons of their parliamentary representatives and of the cabinet, which is, in effect, a parliamentary committee. In this country, on the other hand, we entrust administrative details very largely to our chief magistrate and his personally appointed advisers. We tell him what to do and leave him to do it as he thinks best; and though Congress is disposed at times to interfere in the details of administration, these usually consist more largely of departmental decisions and rulings than of definite provisions of a legislative act. The President of the United States is the people's general executive officer and administrative expert in precisely the same sense that the librarian occupies that office in his own library. Congress and the board of trustees bear similar relations to

these officers. And although this may be carrying the comparison of small things with great to the point of absurdity, it shows clearly that the American idea of delegated authority is to make the authority great and the corresponding responsibility strict. That the best results have been attained in this country by following out this plan in all fields, from the highest government positions to the humblest commercial posts, seems to be undoubted; and I believe that the library has been a conspicuous example.

Appoint a good man, then, as your administrative expert; give him a free rein, but not in the sense of allowing him to dictate the whole policy of your library. Decide for yourselves the broad lines of that policy, relying on your own common sense together with his expert advice; require him to follow out those lines to a successful issue, and hold him responsible for the outcome. So doing, you shall fulfil, so far as the limited vision of one librarian enables him to see, the whole duty of a trustee.

THE IDEAL RELATIONS BETWEEN TRUSTEES AND LIBRARIAN

BY MELVIL DEWEY

AS a glittering generality the *ideal* should be mutual confidence, harmony and good will, and the more personal friendship the better. A foolish notion is widespread that the trustee, like the architect, is of necessity the natural enemy of the librarian. The trustee's position in its very nature attracts only the best citizens, who have public interests at heart and give their services freely. Sometimes these best men with the best intentions are out of harmony with a librarian of great ability and high character, simply because their mutual relations have not been defined or understood by either party. The librarian is perhaps justly conscious that he knows vastly more than any of his board about his work, and feels that he should not be meddled with. Unconsciously he is in the attitude of wishing to be a beneficent autocrat in his library world. But our public system will not tolerate autocrats. We demand a legislature with full power to make laws as well as an executive to administer them. The trustees are the legislature. The librarian is, or ought to be, the able and respected executive. The trustees should settle policies and make by-laws. They are responsible to the public, which will not tolerate the excuse of "leaving it to the executive" or "to their associates," as has been made very plain during the recent insurance discussion. The librarian, however able, has no right to ask his trustees to

ignore their responsibilities and give him *carte blanche*, as in many cases, to do exactly as he pleases with the public property entrusted to their care. The best governor in the Union would have little sympathy if he ignored his legislature.

On the other hand, the trustees have no right to usurp executive functions, as is so often done by boards, committees and sometimes even by individual trustees. It is analogous to a member of legislature or a committee undertaking the direct administration of the laws he has shared in making. No one questions the rights of the absolute owner, and yet if because of these property rights he should from time to time seize one or both reins from the driver of his spirited horses, or now and then grab a lever of a great automobile, he certainly would lose his driver or chauffeur, if such were worthy the name. A competent librarian has the same right to have all orders pass through his hands, and to control the purely executive details according to the methods which he has proved will give the best results to the largest number at least cost, that the experienced driver has a right to demand from his employer.

When the trustees recognize this right in their executive officer, and he in turn recognizes fully their supremacy as the law-making body responsible to the public, we shall have an ideal relation between them.

THE NEED OF AN AMERICAN LIBRARY ASSOCIATION COLLECTION OF PLANS OF LIBRARY BUILDINGS

BY CHARLES C. SOULE, *Boston, Mass.*

HALF a generation ago library skies were bright except in one quarter. The American Library Association, founded in 1876, had held a dozen annual conferences. The *Library Journal* had been started as a forum of discussion. The first library school had developed vigorous life. The librarians of the country, at first bewildered and unorganized before the rapid growth of the library movement, had got together and developed their calling from a mere occupation to one of the learned professions. The skies were indeed bright with promise for the future save for one dark cloud that portended disaster.

To hold and shelter the libraries which were coming into existence, to allow full play for their use, to give effect to the labor-saving devices and practical systems of administration which busy brains were inventing, new buildings were needed, especially planned to meet the new wants—needed not only in one place or a few places, but all over a land long fallow, now bursting into a sudden harvest of library appropriations and benefactions.

New buildings had hardly started from the ground when a school of architects and trustees appeared whose motto—to put it barely—was “Show, not use.” An architect, in the columns of a leading newspaper, argued that library buildings should be treated as monuments rather than as workshops, and must be made architecturally beautiful even at the sacrifice of all considerations of utility. Our city of especial culture, our “modern Athens,” planned a magnificent library building without asking advice or even suggestions from the library profession, although there were within its very gates librarians who had acquired worldwide reputation for wise counsel and executive ability. A trustee of that library was reported as saying that it was useless to consult librarians because no two of them agreed on any point of library architecture.

To this slur the American Library Association responded promptly and effectively. At the conference of 1891 a paper was read and unanimously adopted, embodying twenty “Points of agreement among librarians on library architecture.” The first points enforced were these:

A library building should be planned for library work.

The interior arrangement ought to be planned before the exterior is considered.

No convenience of arrangement should ever be sacrificed for mere architectural effect.

A library should be planned with a view to economical administration.

Although these “points” sound now—and sounded then—like truisms, it was stated in that paper that no library buildings in existence conformed to all, and that many buildings conformed to none, of these axiomatic requirements.

The effect of this expression of opinion, and of the propaganda instituted by a committee on architecture appointed by the Association, was immediately and widely felt. It was found that the school of show, which had thus loomed as a threatening cloud on our horizon, was itself more show than substance. Architects throughout the country sought the advice of experienced librarians in planning new buildings—sought so eagerly, so intelligently and so constantly that the thanks of librarians should be uttered at every conference to the architects who have proved their practical American capacity for grappling with new library problems, by solving them in buildings which combine both utility and artistic beauty.

But while so much of the planning has been intelligent, the results have not been wholly satisfactory. Trustees, architects and librarians are fallible. Their solution of library problems, even when guided by the best motives, has not been uniformly successful. Libraries have been built by the hundreds

since 1891, some of them excellent, many good, some half good and half bad, and some, alas! wholly bad. Of these different grades our Association has kept no record. New libraries are projected every week; most of them in towns where there have been no library buildings before, and where librarian, architect and trustees—without experience to guide them—are all at sea. They can get good advice, but advice and theory are not enough—they want models. The question which is often asked of librarians all over the country is this: Where can we get plans of a building costing about (such a sum), which has successfully stood the test of use and is recommended as a model by librarians? The American Library Association Publishing Board appointed a committee some years ago to edit a supplement to our tract on libraries, giving model plans for libraries of various kinds and varying cost; but that committee still hesitates to report, because it cannot find anywhere a collection of plans so comprehensive, so well arranged, so differentiated, as to furnish materials for a selection which will commend itself to librarians in all parts of the United States.

This weak point in our armor is a reproach to the American Library Association.

We began a good work when we presented our requisites and theories of construction, but we have failed to keep pace with the movement we initiated. We have let the embodiment of our ideas grow beyond their control. We have allowed our architectural affairs to come to such a pass that conscientious

builders are about as likely to hit on a faulty library for a model as a perfect one.

And there is no need for such a confusion of results. If we only say the word we can get together a representative collection of library plans with complete records of detail, materials and cost. We can file with each plan the mature judgment of librarians who have used the building since its erection, as to the merits and defects of each of its features. We can so mount and classify and index this collection that an inquirer from any community, from any kind of library, can be referred at once to models both for imitation and for avoidance; to figures of cost; to details of construction and furnishing; to the digested experience, in short, of the library profession of the United States.

Is not this a consummation devoutly to be wished? It is attainable if we so choose. It will need time, it will need money, it will need, more than all, a man—a man of energy and intelligence. But this conference has only to decide to open permanent headquarters for the Association with sufficient room for exhibits. It has only to secure a permanent secretary of proved executive ability. If it opens headquarters and puts the right man in charge the money is sure to come. Our membership of nearly two thousand librarians, all eager for results, all co-operating to the full extent of their ability, will assure a collection of "evaluated" plans which will harmonize and perfect future architecture and give fresh impetus to the planning of practicable libraries.

DESIGN AND CONSTRUCTION OF BRANCH LIBRARY BUILDINGS

By RAYMOND F. ALMIRALL, *Architect, Brooklyn, N. Y.*

BRANCH library buildings are, speaking generally, either branches of a central library, relatively complete in themselves, or else public reading rooms. In either case they should be positioned throughout a city as convenient and pleasant centers of information and instruction. The comparative advantages to be derived from one or the other of the two types can perhaps only be ascer-

tained by a broad-minded consideration of the real purposes of the public library system.

While it is not my purpose, nor is it within the strict limits of my subject to enter upon a discussion of the public library system, as such, yet it must be borne in mind that architectural design and construction to be fitting must presuppose a full knowledge and appreciation of the objects, purposes, methods and

results of the system or institution proposed to be housed. Architecture is not art alone. It is knowledge expressed in art; and if branch library buildings are to be designed and constructed in a manner appropriate to their usage, a concrete knowledge of such usage, as well as an appreciation of art, must guide the designer's hand.

From my own somewhat extended experience in the character of designs and constructions now under consideration I have found that the purposes of branch libraries, when constituting parts of well organized public library systems, make advisable a similarity of plan in the accommodations and arrangement of floor space. Idiosyncrasies and individual or racial characteristics of readers may sometimes incline a librarian to the belief that fundamental variations of plan are required. But the trend of our national and municipal growth is toward amalgamation, and as the individuals comprising the population grow more homogeneous the library requirements become more uniform. Indeed, the branch library is one of our most effective crucibles in amalgamating and elevating the races, and uniformity of library design itself makes for uniformity of citizenship. Within the walls of a library may be seen a German investigator cheek by jowl with a French critic, and a Russian reader knocking friendly elbow with a Japanese student; all eventually to round out a homogeneous American citizenship.

In my judgment, then, there should exist a type, a common basis of design and of construction with a proper discrimination between essentials and non-essentials, as they may appear in the various applications. It must be observed in this connection that the design should also provide for future growth and development of the library system, to the end that progressive needs may be easily and scientifically met and, at the same time, the cost of operation and maintenance reduced to a minimum.

Practically considered, the fundamental and essential floor spaces with which every design should start are the delivery desk space, the adults' and children's reading rooms, the stack space and the boiler room.

The accessory rooms that make for the better operation of the work and convenience

of the readers in the branch library are the room in which books are received and sent away, the librarian's room, the lunch room, the study room, a small lecture room and public and private toilet rooms. As far as practicable all these rooms should be subject to the control of the delivery desk; and the fundamental necessary floor spaces, previously mentioned, should be subject to direct and easy supervision from the desk itself.

Naturally, then, the location of the delivery desk becomes the most important question in the planning of the branch library building. It must not only provide easy supervision and control, but also offer such convenient accessibility to the public that even children cannot possibly become confused in its use.

Having properly located and co-ordinated the floor spaces with reference to their utility, the question of risk from fire next calls for careful consideration. This question depends not only upon location of the boiler and coal rooms, from which fires might start, but also upon the method of construction employed. To erect a branch building in entirety according to the most modern fire-proofing method would entail a cost so excessive as to be prohibitive. A happy medium is, however, possible, and I am well within the limits of conservatism in saying that if the boiler and coal rooms alone are of fire-proof construction, and the electric work and fixtures properly installed in accordance with the best requirements, there is little chance of a fire starting from the interior. Fortunately, the usages of a branch library do not give rise to the ordinary fire risks. Fortunately, too, the fires of genius may brightly burn, but they do not consume such material things as stone and brick and concrete.

In considering the design and construction of branch library buildings, I could not do better than briefly recite something of the work accomplished by the committee for erecting Carnegie libraries in Brooklyn, with which your distinguished president is closely identified, and of which the eminent architectural scholar Mr. A. D. F. Hamlin is the professional adviser.

These gentlemen, with the single intention of giving a trial to their well-thought-out policy for the most successful application of Mr. Carnegie's large gift, with the proper

spending of which the committee was entrusted, prepared a truly remarkable as well as exceptional program of instructions to their architects. This program not only formulated the requirements in detail of the proposed branch library buildings, but established the relations that should exist between the architects themselves and between them as an advisory commission, and the Carnegie committee, chief librarian and professional adviser.

While clearly defining the ideas of those entrusted with the direction of the proposed works, the program manifested a serious appreciation of the difficulties to be anticipated in the most appropriate working out of the various designs, and while it furnished an ample working basis it was sufficiently elastic to meet any emergencies that arose.

As this program resulted from numerous conferences with librarians, visits of inspection to most of the branch and small library buildings then erected, and a study of all available drawings for such proposed buildings, it was natural that, directed by the experienced judgment of the chief librarian, Mr. Frank P. Hill, and counselled by the mature knowledge of Mr. A. D. F. Hamlin, the committee succeeded in successfully advancing a practical scheme of co-operative work.

The success of the task can be partially appreciated when it is known that after the erection of some fourteen branches it has been found that every need and demand has been provided for. This success is exceptionally remarkable on account of the recent phenomenal growth of the library system; indeed, it may not be too much to say that in this city the problem of branch library design has been worked out with discriminating foresight and broad-minded liberality. The natural result is that a noticeably homogeneous character in the design of the buildings has been obtained and at the same time a greater variety of types than occur in any or all the groups of similar buildings now existing in this country. If I might be permitted to drop into poetry with reference to the group of branches thus evolved, I could aptly quote Montgomery and say that they are "Distinct as the billows yet one as the sea."

In order to aid the advisory commission of architects in a practical sympathy with the project, an initial trip (previous to the designing of the first branches) was made to New England, where, in company with the chief librarian, the branches of Boston and the several separate library buildings in the neighboring small cities were visited and studied. On returning from this trip, numerous drawings of individual and branch library buildings were made accessible to the commission and discussed by them. After working out the first two groups of buildings, the commission, in company with the chief librarian and professional adviser, again visited several cities, including Philadelphia, Pittsburg, Cincinnati and Cleveland, studying critically the executed work and proposed designs.

With this mass of material in hand, the committee and its architects began their work, and have established an easy, quick and yet absolutely thorough method of procedure. Following the preliminary examination of the sketches and their correction, they are reviewed by the commission in conjunction with the professional adviser, and, when satisfactory, forwarded to the chief librarian for correction. Approximate estimates of cost are prepared and presented with the sketches by the architect before the Carnegie committee for approval. This approval is a requisite to the preparation of working drawings and specifications on which estimates are received.

This proceeding is described in the contract between each architect and the committee. These contracts are identical and carefully drawn in accordance with the "Schedule of professional practice and charges" of the American Institute of Architects. In this form of contract it is specifically provided that no one of the architects assumes responsibility for the work of another, which, contradictory as the statement may appear, has really permitted freer criticism than would otherwise have occurred.

After the completion of the working drawings and specifications, estimates are received by the committee. The bid sheet, contract and general conditions are uniform and drawn under the directions of the committee by its counsel. If required to bring the cost

within the limit, the work is revised until satisfactory estimates are received.

During the construction of the buildings the committee employs a clerk of works who reports regularly to it on the progress and character of the construction of the buildings and on such details as may be from time to time of special interest, though it is not unusual to meet the alert chief librarian and the committee making a tour of inspection to satisfy themselves personally of the progress of the work.

On the certification of the architect that the contract is completed, the committee makes a final inspection and designates a time when it will publicly accept the building, and, through the board of trustees of the Brooklyn Public Library, of which the committee are members as individuals, turn it over to the city of New York.

These practical and far-reaching results have been accomplished only by a co-operative and intelligent effort on the part of all interested in the work, and by a bringing together in harmonious relation of diversified talents.

Co-operation of effort and the interchange of ideas have produced not only branch build-

ings of harmonious design and convenient working value, but have also insured what, in my opinion, is one of the greatest of the desiderata in constructions of the kind. I refer to a pleasing exterior and an inviting interior. The child and adult reader should be welcomed by a sympathetic, comfortable and comforting design and construction, and not frowned upon by a structure characterized by forbidding lines. Persuasion, not repulsion, should be the atmosphere of the branch library, and it is needless for me to outline to so experienced an audience what beneficial effect good architecture has, even unconsciously, upon the human mind.

With inviting and sympathetic surroundings the reader is placed in close and intimate touch with his pursuits, the very atmosphere becomes one of contentment, and in such an atmosphere one can well exclaim, in the words of Heinsius, keeper of the library at Leyden, "I no sooner come into the library but I bolt the door to me, excluding lust, ambition, avarice and melancholy herself, and in the very lap of eternity, amongst so many divine souls, I take my seat with so lofty a spirit and sweet content that I pity all our great ones and rich men that know not this happiness."

LIBRARY ARCHITECTURE FROM THE LIBRARIAN'S POINT OF VIEW

By W. H. BRETT, *Librarian Cleveland (O.) Public Library*

THE erection of a library building involves so many important considerations of location, of surroundings, of beauty, permanence and utility, each one of which must be considered in its relation to the rest, that the task is a difficult one; possibly even more so to the librarian than to the architect; for while the librarian no less than the architect desires to achieve in the fullest degree desirable surroundings, beautiful architectural effect, and good construction, he is, more than the architect, acquainted with the purposes of the library and the arrangements and appliances necessary to effect those purposes. If libraries were similar in size and purpose the problem would be more simple, but under the head "library

architecture" we embrace everything from the single room of the small village library to such buildings as the great structure now being erected in the neighboring metropolis, covering two city squares, beautiful in proportions and external effect, and including within its walls a world of varied activities, among which a circulating department which compares in size and extent of use with many well known libraries, a work positively large, is relatively an inconsiderable incident in the whole.

In what I have to say, I shall endeavor to outline certain general considerations, and speak of two or three special subjects which have impressed themselves upon me. But in so doing I am painfully aware that my

field of vision is comparatively limited, and also that in treating the subject in this elementary way, I am necessarily rehearsing to you things with which you are familiar. Any general discussion of library buildings implies that although differing widely they do involve the same important problems. The problems of the very small library are so simple as to afford little scope for discussion, but their wise solution with the judicious expenditure of even a few thousand dollars is no less important to the small community than is the larger expenditure to the larger one. On the other hand, each great library will invariably include important problems peculiar to itself, and beyond the reach of generalization. Nevertheless there are certain conditions which are almost universal. The first is that the responsibility rests with the board of trustees, that whatever may be the character of the library, the trustees decide that a library is needed and define its purpose. In the work of building it, they have the services of the librarian and the architect, each as their expert advisers, each in his own field, their right and left hand supporters, so to speak. The board has charge of the funds and knows the resources of the library. It decides as to the character and purposes of the library, the collection to be housed, the work to be done, and the amount of money to be spent. The librarian is its expert adviser as to that which is necessary to carry out these purposes—the space necessary for the various departments of the work, their relation to each other for convenience and economy, in short all the facilities for the selection, receipt and preparation of books, for their safe keeping, and for their use in and out of the building. It rests with the architect to enable these purposes to be carried out, to clothe these plans with the material garb, to transmute these visions into a substantial reality. Stated in this way, this seems very simple. The custody of the funds, the decision of important questions, responsibility of expenditure and results, rest with the board, the librarian being its expert adviser and supervisor as to all questions of library arrangement, the architect being its expert adviser and agent as to plans and construction.

The lines may be thus clearly drawn and each has its definite province. As a matter of fact, however, the best result is only obtained by a cordial collaboration of all, from the very beginning. In the preliminary questions to be settled by the board, as to the scope and character of the work, the advice of the librarian should be of value, and as soon as the question of a site comes to be considered, the architect may also well be called in, and, indeed, he may want, in addition, the advice of his co-worker the landscape gardener. In planning the building every question must be decided with reference to convenience and effectiveness, the librarian's province; with reference to proper construction and beauty, the architect's province; with reference to purpose and cost by the board. It is significant that we have in our discussion of the subject to-day the help of our friends, the architects, significant that we are realizing more fully the need of this close co-operation. It might be still more significant if this were a meeting of architects, and certain librarians were present to take part in a discussion of library buildings. However, I realize, as I say this, that the comparison suggested is hardly fair, in that while the subject of library buildings is of prime importance to the librarian, it is only one of several of at least equal importance in the field of the architect.

Among the various questions that come up for consideration in planning a library building, that of permanence is an important, a fundamental one. The general inclination is toward a permanent building. We like to feel that we are erecting an edifice which will endure through the changing years; will be of service to coming generations. We would use granite and marble and lasting bronze, material upon which the tooth of time will dull itself. But this is a question which has two sides. Only twenty years ago, two of the best, if, indeed, they were not the two very best library buildings in the country, were the Boston Public Library and the library of Columbia University, one at that time less than thirty, and the other possibly three years old. Both of these have been for several years out of use, and replaced by greater buildings. It is a question to be

carefully considered whether given, as usually is the case, a fixed sum to expend, it is not better to build the larger, more commodious and convenient building which the lighter construction will permit, and secure moderate permanence, than the smaller, more massive, more enduring building.

A question closely connected with this, depending upon it in a measure, is that of safety from fire. How fully should this danger be taken into account in planning a library building? My own view of this is, briefly, that there are two distinct questions involved: the really valuable collection, the rare, the irreplaceable should have all the protection that it is possible to give. This would include most reference libraries, the library of the student and scholar, but the popular circulating library is something entirely different; the books are modern, may be replaced, represent merely investment; their loss may be fully covered by insurance.

This consideration should also govern the methods of using a library which must be provided for, in planning the building. My own view may be stated very briefly: the greatest freedom in the use of all that part of the library which is of general interest and not of unusual value; the greatest care in safeguarding all that is rare, unusually valuable, and difficult to replace. Another question of importance is that of future expansion. We must consider not only the present, but the future needs of the library. Too much library building has been done without reference to either the present or the future. The building has been built and the library must fit itself to it. The consequence is a ready-made clothing effect. When a tailor is to make a suit of clothes he looks the man over, measures him carefully, fits all his peculiar angles, and tries on until the result is satisfactory. The clothes fit, but the man has no room to grow in them. Library building is more difficult. It is very often like the problem of making a suit of clothes for a ten year old child, which will serve him now, and not only fit him when he is a man, but also serve for each of the intervening years. In other words, to build a building for a small library which will also serve it when the growth of ten, twenty, or

fifty years is added to its present size. This expansion is provided for in more than one way. First and most commonly, by a provision for the enlargement of the building of which we can all recall instances. This is a difficult thing to do without lessening the beauty of the building, although it has been accomplished with success. Another method is by a temporary combination with some institution, which combination may be terminated after a definite period, the entire use and control of the building reverting to the library. An instance of this may be recalled in the greatest public library of the middle West in whose building another institution has rights which will expire by limitation. In another building now proposed a combination with the board of education is suggested by which a fair contribution to the cost of the building will be made, and a portion will be used as a school headquarters for a term of years, reverting after expiration of that time to the library board. This permits the erection of a larger building without leaving any appearance of incompleteness. The need of providing for expansion does not of course apply to the branch library buildings of a city system. These may be well kept within convenient size for neighborhood use, and expansion provided for by additional branches as the need occurs.

Another thing which has always seemed desirable to me is the maintenance of a certain mobility in the interior arrangements of a library. The relative importance of various departments, the amount of space required for the minor functions of the library may change as the years pass, for instance it would have been possible to foresee the wonderful development in the work for children which has taken place within the past few years. Other subjects of interest are pressing for attention. We cannot be sure that other important departments of work may not be developed in the years immediately before us. For these reasons the ability to change the interior arrangement of libraries is exceedingly desirable. I recall a library in the middle West in which the floors are fireproof and in which the vestibule containing the stairway was surrounded by a solid wall. The divisions of the various departments

upon the first and second floors were formed by light, movable partitions answering the purpose perfectly, and still permitting changes to suit changing conditions. The only exception was in the case of one room surrounded by a fireproof partition in which was stored a valuable collection of coins. In smaller libraries these demarcations between departments may be made by book cases or even by railings.

Permit me to express in a word before concluding, my own opinion as to one or two practical questions drawn from experience.

First, as to lighting, daylight should be provided in great abundance, more than is needed ordinarily, much more than is needed when the sun shines, enough for dark days, with the deliberate intention of shading the windows on ordinary days, the effect of the subdued light being grateful to the eye, much more pleasant than that of the direct strong light. The ideal in artificial lighting provides an abundance of light so shaded that the direct light does not strike the eye at any point, the effect being that of abundance of diffused light with direct lighting upon the face of the cases and the reading tables. Unfortunately this ideal is expensive.

One little point about the warming of buildings without attempting to go into this large question: steam or hot water radiators standing about in various places on the floors are objectionable. They are not beautiful and take valuable room. In one library an

experiment of placing the radiators behind the book cases against the outside walls of the room, providing for the circulation of air entering below the case and coming out above seems to be successful.

Another question is that of decoration. It has been said many times that the library should preach in its very presence the gospel of fitness and beauty. I believe this is best effected not by making a picture gallery of it, but by that amount of pictorial and other decorations which relieves the bareness of the walls and gives it the sense of homeliness. I recall one library which has upon its walls the fine large colored view of St. Marks from Ongania, and a collection of colored lithographs of Venice, a section of the Parthenon frieze in plaster, a large view in the Canadian Rockies painted in monochrome upon a photographic enlargement, numerous carbon photographs and colored etchings, a set of tile about the mantel painted to order to illustrate some of the Greek myths, a photograph of the Sistine ceiling mounted in a table top. The effect is pleasant, home-like, attractive, interesting. The cost of all was less than one per cent. of the cost of the building and equipment. There seems to be no room to doubt that the success and influence of the library is greatly increased by its attractiveness and that the relatively small additional expenditure is justified by the results.

LIBRARY BUILDINGS AND BOOK STACKS

BY BERNARD R. GREEN, *Superintendent Library of Congress*

ALL buildings should be designed and equipped with the utmost regard for their objects and purposes—the service they are to render practically—while in their artistic or architectural treatment so-called they should be plainly expressive of those objects and purposes. Library buildings are especially capable of this, but quite too frequently they are not so designed. Otherwise it would be much less difficult than it now is to recognize the library building in an unfamiliar town unless appropriately labelled.

This fault, however, is not a monopoly of

the libraries, for all classes of buildings are in the same category, although churches, dwellings, and a few other buildings are more readily recognized by their architecture. It is to be hoped that the advancing practice of architecture—and it is now really advancing in this new country of ours—may soon become rational enough to enable the purposes of all buildings, especially the libraries, to be read in their forms and lines. Every building should architecturally announce to all intelligent beholders its reason for being.

The purpose and uses of the library itself

are so distinctive that its several features may be made evident in the architecture of the building. Offices for the administrative work, rooms for cataloging and card writing, reading, comparing and examining printed and manuscript matter of every degree of illegibility and indistinctness, requiring much constant and exacting use of the eyes, call for ingenious provisions for lighting—especially by daylight.

Quiet is also an essential to be carefully reckoned with, and, of course, also finely adjusted ventilation and temperature of the several spaces. There must be proper correlation between the various apartments. All-important also is the relative location and arrangement of the several departments and collections of material comprising the library itself.

The architect is an indispensable factor in the combination of talent, wide knowledge and experience that should guide the design, equipment and construction of a modern library building, and no such building should be undertaken without him. But he must be well acquainted with actual library work and administration to be of much service. This applies as well to all classes of buildings. The best of architects, those standing even at the head of the profession, have failed in practical library designing, some of them to a ridiculous degree; but it has not always, perhaps never, been altogether their fault. They have failed either to realize their own deficiencies or to learn from the librarian all the practical essentials of the building.

Architects and librarians should consult and give and take with each other from the beginning. Nor should it be the individual librarian of the particular library alone under consideration, if the object be public or general and not private. The building is to be far more permanent than human life or human opinion, and the more important and permanent the building the more essential a broad consideration of its plan and architectural design. It is really a far more serious question than is generally realized, the planning of a library building to cost several hundred thousands of dollars at the present stage of library science and development. Witness the queer examples about the

country, sprouted in the recent epidemic of library extension. Most of the unsuitable buildings are due to unstated problems. Too many different ideas, good and bad, and too much of the lay trustee, as well as of the librarian himself sometimes, who thought he knew but didn't, have been the causes. The architects have not been to blame except so far as they have assumed to know and failed to find out—an exception that has occurred, however, rather too often.

When planning that largest of all the library buildings for the Library of Congress, eighteen years ago, librarians of broad experience and view, to tell what should be provided for the coming century of library development, were few—may it not now be said there were none? At least, they agreed on few or no essential points, and the builders were compelled to generalize and draw conclusions from a variety of views, most of which were naturally unqualified by knowledge of the then state of the building art and mechanical resources. Up to that time the housing of libraries had not become very pressing and so the mother of invention had hardly appeared in that field.

Some of the positive statements of some of the librarians of the day would be interesting reading now. Perhaps those of Dr. Poole were the most conspicuous and aggressive in this way. His list of imagined mechanical and structural impossibilities on which he based his scheme for an ideal library building was amusing to any one acquainted with the possibilities, even of his own time. Some of the latter were incorporated in the plans of the Library of Congress. Instead of making out a list of the wants of the librarians of the day, for there was no consensus about it, one was made of their woes in building and mechanical arrangements and then it was undertaken to so design as to eliminate them all. This, I understand, was rather successful, and the outcome might have been much worse under all the difficult circumstances. This was accomplished in the main by doing in detail the parts that seemed unquestionable, and leaving undone, in large undivided halls, the undefined and speculative future subdivisions of the great national library then believed to be assured.

Librarians will never entirely agree as to the design and equipment of any one building, but they will in time unite on all fundamental principles. Architects may then generally please them, and be properly held to account if they do not.

But the general subject of library design and construction, on which I was asked to speak to-day, is quite too comprehensive for the few minutes available, and I will confine myself to a reconsideration of one of the divisions of the subject, namely, the book stack or the shelving for the library collections.

Modern collections are large and fast growing larger. In these days it is superfluous to state that the shelving should be close at hand, easily accessible throughout, conveniently adapted to the accommodation of its contents and for their economical rearrangement, reclassification and reception of accessories; clean and free from dust, well ventilated with a uniform and constant temperature of about 68°, well and even brilliantly lighted whenever and wherever required in the stack at all times, day or night, conveniently provided with stairs and elevators and, for the larger stacks at least, suitable mechanical apparatus for quick transmission of books to and fro between the shelving and the delivery point or points. These are all important requisites of the modern stack and quite attainable.

The stature of men and women governs and limits the interspaces of the stack, while the dimensions of the items of the collection, such as the books, determine the dimensions and intervals of the shelving itself. Economy of construction, both in space and cost, fixes the lengths of the shelves within the limits of convenient handling. Thus, for ordinary sized books, the height of stories should be seven feet, the space between ranges or shelf fronts from two and one-half to three feet, and the main aisles four to five feet. Narrower spaces are tolerable when unavoidable, and wider ones more comfortable but correspondingly expensive in both prime cost and administration.

Observing these elements, the book stack may be of any dimensions lateral and vertical, covering acres of ground one tier in height,

or a very small ground area and towering to many stories in height, or it may be indefinitely broad and high, all as questions of ground rent and other circumstances may dictate. Present resources and ingenuity are equal to the problem of rendering any such stack thoroughly convenient and practicable at very moderate expense.

The acre stack of one tier height may be beautifully skylighted for day service. One of two tiers with a glass deck may be similarly well lighted, but not beyond this.

Although one of the essentials of a good stack is close proximity to the points of use, such as the reading and delivery rooms, the word may be taken in a figurative sense and the object well secured, should conditions make it advisable to locate the stack at some distance and even quite outside and away from the library building proper, as, for instance, on the other side of the street or in the middle of the next square, or even at a considerably greater distance. A tunnel not unlike that in successful operation between the Library of Congress and the Capitol, a quarter of a mile in length, equipped with entirely practicable rapid transit machinery, operated in conjunction with telephones and pneumatic tubes, would very satisfactorily accomplish the purpose.

I am not forgetting the indispensable matter of light within the stack. It is really the main point I have to present.

Until very recently, in fact down to the time of the incandescent lamp a few years ago, daylight was almost wholly depended on for finding books on the shelves. Consequently the prime effort in design and arrangement was to get daylight into the shelf spaces through windows and skylights, using the ground space and special locations on the lot indispensable to that purpose. This was done with special pains in building the Library of Congress. It has been anxiously provided also, but less effectively, in the New York Public Library now under construction.

In both cases valuable space and much money have been expended in efforts to secure daylighted stacks, but with very limited success.

Hitherto, book stacks have generally been

placed at the outer wall lines of the buildings and wide open spaces left around them to admit as much daylight as possible. Skylights have been provided in the roofs and clear light wells within the shelf rooms for the penetration of the light down and between the shelf ranges. As much or more space on the lot was given up to the admission of daylight as to the shelving and its communicating spaces combined.

Daylight, however, is the most unequal and unsteady of all human dependencies, under the ever-changing position of the sun and condition of the weather. Using our libraries as we now do, almost as much by night as by day, we are without daylight altogether about one-half of the time. During the other half it comes to us on a varying scale from direct sunshine, which is the double of what we need or can endure, to something less than twilight or the reflection from a thunder cloud, which is less than half of what we actually need.

At the first extreme we must draw the always vexatious window shade, and at the second turn on the artificial light, which, however, thus mixed with weak daylight, is unpleasant and unsatisfying to the eyes.

At the Library of Congress it became necessary some time since to devise and install window shades on both sides of the two principal book stacks, because the occupation of the shelves near the windows by the increasing collections exposed the books to the damaging effect of the direct rays of the sun. The great number of the windows, some 600, required special mechanical control of the shades, and they are now operated conveniently and in a moment in separate sets of about 150 windows each by any attendant in the stack. So it is with sunlight; when we make anxious provision to let it in, we must make similar expensive provision for keeping it out.

Under present circumstances we are obliged to thoroughly equip book stacks with artificial illumination and to use it frequently during almost every day—more or less continuously on some days and always, of course, at night.

Why not, therefore, disregard the daylight altogether wherever the expense of ob-

taining it in any useful quantity is too great? In its place we may secure absolute uniformity and any desired brilliancy at every point of every possible stack with the incandescent electric light.

The conditions described have been due to the fact that libraries heretofore were generally small and used chiefly in the day time, and especially to the want of an effective, safe, and convenient artificial light for the peculiar requirements of a mass of closely packed book shelving and of the reading room. Then the light was furnished by some kind of fire, evolving great heat and more or less smoke, limited in its application by the danger of communicating fire, and always difficult and inconvenient of control. Its brilliance was limited and its color dull—in every respect greatly inferior to sunlight.

Now a quite opposite condition prevails in the availability of the incandescent electric light. It is far more nearly white, radiates but moderate heat in proportion to candle power, may be placed with safety anywhere, even in one's pocket or mouth, or amongst combustible materials and in any position. It is easily, perfectly, and instantaneously controllable in both quantity and intensity, and it is also not only of low cost but need not be used a moment longer at any point than actually required.

It is further to be said that daylight is injurious to the bindings and paper of books and that all such material is preserved from bleaching if kept in the dark, not to mention some books that should never see the light on other accounts.

For the reasons thus outlined the book stack, although the heart of the library itself, may well be located in the least expensive and darkest, if not remotest, part of the library lot, quite regardless also of neighboring danger of fire. The walls being windowless and without necessary perforations, may be made quite fireproof. All openings may be confined to the bottom and top of the stack. They may be few and small and under easy control.

All book stacks should, of course, be kept perfectly dry, and this would practically prevent the propagation of injurious insects, especially if proper care be taken in the con-

struction of the shelving to leave no hiding places whatever for them. This is already the practice in the best stack construction.

By placing the stack in an unimportant position architecturally, no expense will be incurred for its architectural treatment. If it be located within and surrounded by the library building it will be kept warm in winter and cool in summer at very little expense. Such an enclosed stack may be more easily and inexpensively ventilated, and maintained at a uniform temperature because not exposed to the ever changeable temperature of the exterior air.

At the Library of Congress a stack of this character is proposed to accommodate the growing collections, in one of the four court yards, the plan being to fill the yard solidly full of shelving and roof it over. In this way the present court walls will enclose the stack and their present windows will open into it to any extent that may prove desirable. The expense of the construction will be only that of the shelving and decks, the ventilating apparatus and elevators and a simple flat roof resting directly on the numerous slender stack columns.

The best modern book stack structure is a very simple, light, self-contained framework of steel and iron with three decks, preferably of white marble or translucent glass, the shelving itself and supports being of steel open work. The separate pieces of material comprising the structure are very few in variety, small and light of weight and easily handled and put together. White marble decks are not only durable and clean but valuable as reflectors of light from below and above. The ends or heads of the shelf ranges and all other surfaces having any extent, should be white for the same reason.

The stack needs for its support and stability only a firm foundation or floor to stand on, depending on its height or number of decks, because its internal construction, including the multitude of slender columns extending from foundation to top—one at every shelf interval—may be such as to bind it together into one coherent mass like a hay stack. Surrounding walls may be utilized somewhat for its stability, but they are not indispensable and generally serve only as a protection to the contents. The stack

proper, therefore, is not a building but a piece of furniture which may be set up and stand alone in any room adapted for its reception. When built for permanence, the surfaces should have the most durable finish, or such as may be conveniently and effectively renewed when worn off.

The shelves should be uniform and interchangeable, and adjustable from top to bottom of the range. The decks should have wide openings along the fronts of the shelf ranges for better ventilation and diffusion of light and for communication between attendants on different decks, not to mention the saving of material in the decks.

Stack construction should be of the simplest possible form and detail, with nothing movable but the shelves themselves, and, like a spider's web, such as to occupy the least possible space and leave the room for the books. Some stacks are quite too self-evident and occupy space that would much better be filled with books if left available. That scheme of shelving which, other things equal, accommodates the greatest number of volumes in a given space is the thing. It requires, however, ingenuity and a full appreciation of the problem to properly work it out.

The stack should be so enclosed and ventilated as to practically exclude all outside dust and confine the accumulation of it to the inevitable internal causes of handling the books, their attrition on each other and the movements of the attendants and users of the books.

In using a stack, loose paper or similar inflammable stuff should be excluded from the lower tiers at least as a precaution against fire or smoke passing up through the deck openings. Danger from serious fire may thus be quite avoided, for shelved books of themselves are not liable to take fire and are still less capable of burning and transmitting fire.

Other details of stack construction, equipment, use and administration, may be mentioned, many of which will occur to those who think of the subject, but the generalizations I have given are sufficient for the present brief occasion. None of the suggestions are impossible or even impracticable. On the contrary, nearly every one has been proved feasible.

THE VIEWS OF A CONSULTING ARCHITECT

By A. D. F. HAMLIN, *Columbia University*

THE consulting architect is a product of the increasing complexity of modern architectural practice, and the consequent necessity for specialized service. Not alone in architecture and in library design—in every department of modern life the principle of the division of labor prevails, and every operation and transaction is as far as possible assigned to experts. So in important architectural undertakings it has become evident that it is good policy, and in accordance with scientific principles, to reserve for specialists certain questions and certain aspects of the problems of design and execution which, under simpler conditions, the client and architect were accustomed and were competent to settle between themselves.

The first question which suggests itself to the librarian with reference to the consulting architect is likely to be "What is he for?"—a question perhaps merely academic for such as never expect to face the problem of erecting a library building, but wholly practical the moment that problem presents itself. And this is the answer: The consulting architect *serves as an intermediary between the trustees, the librarian and the architect, and as an adviser on all matters of doubt and controversy which may arise between or among them.* He provides a clearing-house for multitudinous questions and problems of detail; he is at the beck and call of all three parties to the triangular partnership, to help them in doubt and difficulty, and to suggest new solutions to vexing problems. He acts as a cushion or buffer between contending views or interests, and can often avert an impending controversy and smooth the track or oil the wheels of an interrupted or hesitant transaction.

Such service is, of course, not always required. It is unnecessary when the building to be erected is small and simple, or when the trustees, librarian and architect are all in perfect agreement in their understanding of the

problem before them, and fully satisfied that they have adopted the right solution of that problem. With a thoroughly competent and experienced and yet reasonably tractable architect, and a docile board contented to leave much to their librarian, the librarian is master of the situation, and may feel that he cares for no man's advice and wants no outsider, expert or not, to "butt in" with his counsels and his criticisms.

But when the problem is new and complex; when differences of opinion and of fundamental conception exist between any two of the three parties to the triangular enterprise—trustees, librarians, and architect—when, as is so often the case, even the selection of an architect is a problem bristling with difficulties and embarrassments; when the kind of building wanted and the kind of building possible with the funds in hand are two unknown quantities and unrelated problems, then recourse to a consulting architect becomes desirable, and is often the only way of escape from difficulty or failure. He is an arbitrator and a counsellor by turns; he brings to the discussion and settlement of vexing questions an experience which enables him to look at the question from the outside, with impartial and disinterested view.

The questions which a consulting expert may be called upon to decide are many and various. Among those in which his services are most often likely to be of value are these four:

1. *The selection of a site.* This is often predetermined and fixed by conditions or circumstances not to be evaded; but wherever there is a choice between sites, or opportunity to select at will, there is possibility of serious mistakes, as well as of wirepulling and interference by all sorts of interests. An adviser in such cases, if he be a man who commands general confidence and has no possible private interest in the matter, is a strong bulwark for a board of trustees to lean on.

2. *The selection of an architect.* This is also sometimes a foregone conclusion. The board are quite united in favoring some one architect or firm because of his commanding eminence or his special experience, or for other reasons. In such cases no help or advice is needed. But such cases are not, after all, very common. Some members of the board are likely to have pronounced ideas, each in favor of a particular architect, while others have no opinion on the subject, and no information on which to base an opinion. Strong pressure, moreover, is liable to be exerted from the outside by influences favoring this or that firm, and applications pour in with every mail. If the library is in a small town, in place of local pressure there is the difficulty of deciding which way to turn in looking for an architect from some other city, particularly if there are two or three large architectural centers about equally available for the supply. Then there is the difficulty of deciding whether artistic skill, or practical experience, or a reputation for excellent business management, shall be the controlling qualification, and there is the ever-recurring question whether the talented young practitioner, with his spurs still—in a measure—to be won, may not be after all a wiser choice than the famous and long-established firm with so much to do that none but its underlings ever see the building or the trustees after the first interview with the heads of the firm in the luxurious inner office. The librarian is concerned to get a serviceable, a *librarian's* library; the trustees want a building in which they get dollar's worth for dollar; each thinks he knows the architect who will do it. Again and again the only way out of the slough of divergent and contrary views, doubts and uncertainties has been found to be by a competition, and a competition is, in nine cases out of ten, a competition for the selection of an architect rather than of a design; and in the tenth case it is likely to be so also. For, given your architect, you can, if you want, start all anew with your design after the close of the competition. It is, however, sometimes possible to avoid the delay and expense incident to a competition by sim-

ply consulting an expert whose impartiality can be depended upon, laying before him the names of a number of architects most favored by the board and their librarian, explaining their own respective views, and either calling for a detailed report on these firms to guide them in the final selection, or requesting an absolute selection by the adviser. He can look up their records and inform himself as to their standing and achievements, their character and artistic ability, as no trustee or layman in architecture could ever hope to do.

3. *The program of the building.* One of the most important of the adviser's functions is to ascertain all the factors which are to determine the problem of the design of the proposed library, and co-ordinate them into a definite, concise, precise, technical statement. First of all, the general scope and character of the library, its purpose, size and system are to be considered; then the desires and ideas of the librarian and the results of the experience of the working staff; and finally the site and the limit of cost—the final, inflexible known quantities to which the whole problem must be adjusted. A building program thus prepared—the sizes, locations, relations, and conditions of all parts carefully studied and co-ordinated for the guidance of the architect, whether already selected or to be chosen by competition—is a first step of the greatest possible value towards the realization of the ideal building and a mighty bulwark against future blunders and mishaps.

4. *Arbitration.* Architects are no doubt, in general, a very superior order of beings, second only to librarians (if to any one) in character, education, and manners; but even between these two grains of the salt of the earth, a librarian and an architect, there may be friction, misunderstanding, or at least divergence of view. So also may there be between the librarian and his board, upon matters fundamentally architectural; while we all know that contractors are a species of monster, born in that original state of sin from which we librarians and architects feel ourselves to have been wholly exempt; and contractors are born to trouble (us) as the sparks fly upward. No building enterprise was ever carried through

without controversies and bickerings, divergences of view, clashes of authority, and more or less heart burnings and bitterness. An adviser is, or may be, and always should be, a wonderful smother of these asperities; an allayer of strife, a judge between factions, having no inherent prejudices, but a large experience both of human nature and of architectural theory, ethics and practice. Questions of relative authority, of fees, of extras, of work rejected by the architect against the contractor's protest, of adequacy of the drawings, of apparently conflicting requirements, of unexpected contingencies; questions of pure design, questions of details, questions of color and ornament, of fixtures and furniture; changes suggested after the work is contracted for, or structural difficulties over which architect, contractor, librarian and board are at loggerheads—to all these disputes a competent adviser brings an answer which is decisive and final, and which springs from no prejudice because it is not a party to any of the disputes, but fundamentally the friend of all parties.

Permit me to illustrate some of these points by spreading before you a few leaves out of my own experience. I shall for this purpose select three cases: the Newark Free Public Library, the Carnegie free libraries in Brooklyn, and the proposed Central Library in the same borough.

In 1897 the trustees of the Free Public Library of Newark, N. J., decided to invite competitive designs for their proposed new building. Upon the suggestion of the librarian, who is now your distinguished president, I was invited to advise them in the conduct of the competition. A competition was necessary, because not otherwise could the board breast the tide of applications from Newark architects and their backers and friends for appointment to design the new building, while to appoint outright an out of town architect would have brought upon their heads a storm of criticism from those who insisted on Newark jobs for Newark architects. Some of you, in large or small degree, have no doubt experienced the same embarrassment, the same unreasoning public or political pressure. It is in such cases that a competition, if

rightly conducted, provides a means of deliverance both from unseemly pressure and from charges of favoritism and pull, while it provides for the board a reasonable assurance that the design finally adopted will be the best that they can secure under the circumstances and conditions of the case.

In this instance there were five invited and paid competitors, while a large number of others, unpaid, were permitted to submit drawings, and the award went to one of these "rank outsiders." This proves that while a limited paid competition has many advantages, it is not always sure to produce the best results. The adviser's duties in this competition consisted, first, in drawing up the program for the competition, that is to say, the regulations to be observed by the competitors, and the technical statement of the requirements of the building; secondly, in answering the numerous questions raised by various competitors during the progress of the competition as to sundry details of these requirements; and thirdly, in taking part in the final award. A full hour might be easily filled in recounting the details of this triple service, so multifarious and often perplexing were its details; but I will spare you. Let me simply emphasize a few points that may be helpful some time to some of you. First, in the preparation of the program, the librarian and the adviser each have points to contribute on which one is an expert and the other a layman. It is the adviser's duty to draw from the librarian the fullest statement of his ideas and dreams for the new building, and to embody in the program every one of these that is architecturally and structurally practicable. To the adviser alone belongs the duty of drawing up the technical rules of the competition. No layman realizes how technical and delicate are the questions involved in the conduct of an architectural competition until he has once been "up against it himself," to use the expressive slang of the day. Let no librarian or board ever cherish the delusion that they can save \$500 to \$1500 by conducting a competition themselves without expert advice. It is in its way as disastrous a delusion as home doctoring in a serious illness or amateur legal

work in a complicated case, sure to land its victims in trouble and often in scandal, litigation and loss.

Let me also call attention to this fact, which the experience of this Newark competition confirmed and which I am sure President Hill will endorse: that the careful, precise, detailed study of the requirements of the building by the librarian and adviser, and indirectly by the board, before they even know who is to be their architect gives them a mastery, an inside knowledge of their problem which they could never get in any other way. The study of areas and dimensions, of relations of parts, of the function and arrangement of each room, of lighting and communications and equipment, the determination in advance, after careful study, of many points that otherwise would be overlooked or left to be decided in a hurry when they came up in the actual work of the building; all this under the guidance of an expert architect who has no private "axe to grind" — this is of the greatest possible value to those (chiefly the librarian) who are to oversee the realization of the projected building and to use it afterwards.

In the case of the Newark library, the librarian and the adviser came to a perfect understanding, each having gained a full appreciation of the other's point of view; so that when it came to the final award they reached by independent paths the same conclusion, selecting the same design, which the trustees had no hesitation in accepting as the best one of all. Its architects, who proved to be Messrs. Rankin & Kellogg, of Philadelphia, were at that time wholly unknown to any of those concerned in the final decision. How successfully they carried out their design is known to many of you; but perhaps few are aware that this achievement really laid the foundation for the remarkably successful career of this firm since that time in large and notable public buildings.

After this award, the adviser continued to serve the board during the erection of the building. Important questions of design were submitted to his decision; the entrances were, as first designed, inadequate; the decoration of the medallions on the front, the lettering of the inscriptions, the scheme of color for

the interior, and many other like questions, were referred to him, and he was asked to arbitrate more than one question over which the architect and trustees were divided. In this way friction, misunderstanding and possible litigation were entirely avoided.

The services rendered to the Carnegie fund committee of Brooklyn were of a somewhat different character. The problem was almost unique. The erection of twenty branch libraries as a single enterprise in one city is not an every-year affair. Here again your president, transferred the previous year from Newark, was the initiator of the large-minded way in which his committee, a choice body of men of business, who were also men of culture and experienced in public affairs, handled their task. A believer in expert advice, Mr. Hill persuaded them to seek such advice at the very threshold of their enterprise. The first task of the adviser was to frame the procedure which should govern the whole undertaking. The scheme which was then worked out has been followed ever since and with rather remarkably successful results, for which the credit belongs, not to the scheme alone, but quite as much to the loyal spirit in which all participated in its operation. It was, briefly, as follows: To select five architects, giving each a single library to design, but organizing the five into an "advisory commission," whose joint approval should be required upon each separate design before its presentation to the board or fund committee; and to require, further, that each of the five designs should also receive the adviser's criticism and approval before adoption. The architects of the later libraries were to be selected and assigned upon the basis and in the light of the experience gained in the first five libraries, and were to be likewise organized into an advisory commission; the presumption being, however, that the first five architects would be reappointed unless any or all of them proved incompetent for their task. Thus collaboration was substituted for competition and reappointment held out as an incentive to efficient service. Each architect was directly responsible for particular buildings, but was obliged to undergo the criticism and privileged to benefit by the suggestions of all the rest. A remarkable relation of commun-

ity of interest, a loyal and unselfish devotion to the work in hand, and a most friendly and efficient pulling together of all concerned have marked the progress of this interesting experiment. The librarian has, of course, been the pilot, and he has also been the link between the five architects and the Carnegie committee; and it need not be said—nor is it flattery to say it—that with a librarian so genial and yet so strong in his convictions and so widely experienced the relations between the committee and the commission were pretty sure to be of the pleasantest sort. And yet, when one reflects on the annoyances, the frictions, the mishaps, misunderstandings and perplexities likely to arise in building *one* building with one architect, and much more in building twenty buildings and dealing with five architects, it is, I am sure, a most creditable record that *not one* serious difference has arisen between the two bodies during the entire five years since the adviser's report was adopted in 1901. It is, I believe, a quite unexampled experience.

During these five years the adviser has been called upon, first, for the report or scheme of procedure just outlined; secondly, to report on the various architects whose names were presented (or who presented themselves) for appointment, the reports being based on their professional history, training and achievement; thirdly, to prepare in conjunction with the committee's counsel, a form of contract between the committee and the architects; and fourthly, to pass on all designs submitted. In addition, he has examined, criticised and approved designs for a trust company's building erected by agreement with the committee on property adjoining one of the libraries; prepared an elaborate report on the difficult question of extras—the first formal treatise on the subject with which I am acquainted; advised on a number of the sites selected, attending public hearings in two cases and speaking at one of these before the controller of the city; visited and reported upon a bad case of leakage and dampness in an unfinished library—the subject of a bitter controversy between the architect and the contractor; and prepared a detailed report on branch libraries in several cities of the nearer

West. This last report was one of the fruits of a trip made last February with the librarian and four architects of the commission. We cherish the hope, and indeed the belief, that the Brooklyn branch libraries, as the result of this mutually helpful collaboration, are among the very best examples to be found anywhere of their kind, all things considered. The whole experience simply illustrates the value of the sort of emulation which comes with collaboration as compared with divisive competition or sheer independent effort.

The third experience to be cited is that with the Central Library of Brooklyn. The Carnegie fund committee being members of the board of the Brooklyn Public Library, and Mr. Hill at its head, it is perhaps not surprising that expert opinion was again invoked to assist in determining the site of a proposed Central Library for that borough, or rather to report upon a particular site, of irregular form, near the reservoir and entrance to Prospect Park. Public opinion was much divided; the opposition to the site was bitter and insistent and led by men of influence and high standing. The adviser was fully convinced of the suitability of this site, and prepared an elaborate report in its favor, in which he dealt at length with both the practical and artistic aspects of the question, and submitted sketch plans of notable European public buildings on similar irregular plots of ground. The probable requirements, areas, height and cubic contents of the proposed building were studied and comparisons made with other central libraries and with the conditions of the given site. A supplementary report was later filed in answer to published criticisms. Another architect was later employed as expert by the mayor; his conclusions confirmed those of the first expert; the site was adopted, and the necessary legislation was passed to make its adoption final and authoritative.

The value of this experience is in its proof of the desirability and sometimes the necessity, first, of making sure you are right before you go ahead on a question of public importance; and secondly, of having some one whose experience and reputation command

general respect and confidence to fortify your own official action and to take all the kicks that may be directed at that action or those responsible for it. From this point of view, as well as from that of the direct assessable value of the expert knowledge and counsel which the adviser brings to the service of the library, his fee is a wise and economical investment of money, and is pretty sure to be well earned.

From the consulting architect's point of view, the designing of a library is a particular case of the general architectural problem of adapting means to ends and of the human problem of adapting men's views and ideas to each other and to the exigencies of the situation. One of the most difficult features of this part of the problem is that of adapting the views of librarian and board alike to the exigencies of the cost limit. It is the old story of the champagne thirst and the lager beer purse. Give a library board \$100,000 to spend and they forthwith lay down a program for a \$250,000 building. The soaring imagination has to clip its wings and

flap along the low level of so many thousand cubic feet at so many cents a foot. Then there is the old controversy between the librarian's ideal and the architect's ideal which, years ago, were wide apart, but which are to-day coming far closer together, thanks to the double process of education through which both parties have passed and in which the consultants and advisers have tried to do their part. Finally, there are three—or rather four—parties to the collaborative work of erecting a library: the board, the librarian, the architect, and that Ishmael against whom every hand and foot seems to be raised, the poor contractor, who is very often a very decent, honest fellow with troubles of his own. Each of these four must be made to pull with the other three, and a four-in-hand is not always an easy team either to drive or lead. It is a wonder they get along so well. And in all sincerity, so far as my own experience as an adviser is concerned, I can truly say that it is in library enterprises that I have generally found the greatest satisfaction and the greatest pleasure.

THE NEW LIBRARY BUILDING OF MOUNT HOLYOKE COLLEGE

BY BERTHA E. BLAKELY, *Librarian.*

MOUNT HOLYOKE COLLEGE is in a New England village (South Hadley) in the Connecticut valley in a landscape which makes a charming setting for a college. There is plenty of space, so that each building has the dignity of broad lawns and no lack of sunlight and air.

The library is the central one of a group of three academic buildings facing the west on elm shaded College street. They are of reddish brown Longmeadow sandstone, and the exterior of the library, the latest of the three, was planned with especial reference to the architectural composition of the group. The building is Tudor Gothic in style. Its long line of 148 feet on the front is broken by a central gable in which is a large tracery

window above the main entrance, on each side of which is a bay window with battlemented top. At the rear, the campus side, are three wings, the central one, the stack, being 54 feet long, while those on either side are but 22 feet.

The stone is rough except across the front entrance between the bay windows, where it is dressed. Broad granite steps lead to the recessed doorway, and within the vestibule are a few tiled steps leading to the main floor of the building.

This is a lofty hall extending from end to end and finished into the roof, the twelve wood trusses spanning the entire forty-four feet of the width and resting on carved gray stone corbels. There is a large tracery win-

dow of leaded glass at each end besides that in the center of the front, and on the sides are high mullioned windows also of leaded glass. The central portion of the great hall is divided by screens of oak and leaded glass nine feet high into a main corridor and a series of small rooms without destroying the architectural unity of the whole. The architecture was adapted from that of Westminster Hall, in London, and there is the same impression of spaciousness and of aspiration and of individuality in the designing of details. The angel figures on the ends of the hammer beams, every alternate one holding a book open to the spectator below, each other one a scroll, are copied, I think, from those in Westminster Hall.

The furniture was designed by the architect to harmonize with the style of the building, and the rather massive and entirely suitable tables and chairs add greatly to the effectiveness of the whole. In coloring there is the greatest possible harmony. The rich, dark brown of the woodwork is matched by the burlap on lower walls which are not covered by bookcases, and is relieved by the lighter brown of plastered walls above. The windows, while entirely of leaded glass, contain no color except in medallions near the tops. The designs in these are, in the end windows, seals of women's colleges, and in the others printers' marks of the fifteenth and sixteenth centuries—of Aldus, Elzevir, Plantin, Froben, Caxton and their contemporaries, with a few modern marks and famous book plates. As one gazes up at these bookish reminders of other days and at the somewhat elaborate fretwork below the ceiling, including quatrefoil and trefoil designs, and sees the shadows cast by all on walls and ceiling, he might easily imagine himself in an old world Gothic structure except for the abundant sunlight and fresh air so prized by the modern student.

The entire north end of the building, including the wing separated from the rest of the room by arches and pillars, is the general reading room. The walls up to the height of seven feet are covered with bookcases which are joined by others at right angles, forming nine alcoves six feet deep. The windows are above the cases except in the wing, where

window seats are placed below the four low windows. The tables in this room will accommodate 130 readers, allowing to each a space of two and a half feet. Those in the center are arranged for ten, those at the sides for six readers. For economy of space we planned the wall cases on two sides of the room for the deep shelves for oversize books, instead of having a ledge all around above lower wide shelves. Very deep ones for folios placed on their sides are arranged between the pillars and side walls at the entrance to the wing. The seven or eight thousand volumes shelved in this room are those in all classes most needed by the majority of the students. Free access is allowed in the stack also.

The opposite, that is, the south end of the library, contains the periodical room, with extensive racks for current numbers; cupboards, which are standard bookcases with wooden doors, for back unbound numbers; and tables and chairs of the same pattern as those in the general reading room. The wing off this room, architecturally as much a part of it as the other wing is a part of the general reading room, is differentiated by special furnishings suitable for a private library—round tables, silk curtains, leather window cushions, easy chairs and foot-rests—and is our Library of the Masters. The idea of this was borrowed directly from Mr. Foster's Standard Library at Providence. Besides the special duplicate collection of world authors which gives the room its character, we have placed here a case with leaded glass doors in which are locked our rare book treasures.

The stack is in three stories, the middle one on a level with the main floor. It is the Art Metal Construction Co. bracket stack, entirely of steel, with glass floors. Ten small tables at the ends of alternate stacks on the main floor allow space for students which is much appreciated. The estimated capacity is 87,000 volumes, which, supplemented by the shelving of the reading rooms, makes the total capacity of the present book rooms 100,000 volumes. Below the stack is the unpacking room, whence books are brought by the metal lift to the main floor.

Off the central corridor are four special study rooms, and on the floor above the

stack, reached by a stairway from the main corridor and by the book lift in the stack, are ten more, which are assigned to different departments of instruction for the use of members of the faculty and students doing research work, but not for classes except in rare cases.

The card catalog, the logical center of a library, is in the main corridor between the general reading room and the delivery desk—which is in the center of the building between the main entrance and the stack—against the partition of the catalogers' room and across the corridor from the librarian's room. The latter is the room with the bay window at the left of the front entrance, opening into the general reading room, the corridor and a private office which, with the exception of the coat room off the vestibule, is the only one of the small rooms on this floor which has a ceiling.

There is a store room under the main corridor and catalogers' room, adjoining the stack, which can be used as a work room whenever it is needed. There is also a small newspaper room on this floor, and the four large corner rooms, on a level with the ground at the rear, a little below in front, are used at present as recitation rooms, but make provision for future growth of the library. The stack can also be extended if it becomes necessary.

One person at the delivery desk or in the catalogers' room furnishes sufficient attendance, except during crowded hours. The desk of the assistant librarian, who does a large part of the reference work, stands in the corner of the general reading room near the catalogers' room.

The floors deserve special mention, as they are somewhat unusual for this country. The material is asbestolith, a fireproof composition laid over concrete five or six inches thick. They are light gray with black borders and pattern decorations, and their chief advantage is their power of deadening sounds. All footsteps seem light upon them.

The building is heated, like the other college buildings, by steam from a central plant. The radiators are concealed in ducts in the wall behind the bookcases and under the floor, and thus offer no obstruction to the arrangement of cases or furniture. Fresh out-of-door air

is brought over the heated pipes, so that the air admitted through the registers above the bookcases is pure as well as warm, and its circulation through the building to the shafts between the stack and the main building has proved very satisfactory.

Plans for the building had been made long before there was any promise of money. The librarian drew the first rough floor plans from which, at the suggestion of the Library Bureau, an architect worked out full plans to be considered in detail and discussed with other librarians. When, in the fall of 1903, the trustees took the matter up and invited Mr. George F. Newton, of Boston, who had already planned Dwight Hall, the college art building, to make tentative plans, the requirements were quite clearly established, and his early plans were only slightly modified the next summer when \$100,000 had been secured and the work could be begun. Mr. Newton gave his attention to every suggestion made, and was most successful in incorporating each smallest feature which could be thought of for convenience in administration, without detracting from the architectural effect.

The contractors, Caspar Ranger & Son, of Holyoke, were also anxious to please throughout the entire course of the building, and were willing to incorporate afterthoughts. All the tables, desks, cabinets and periodical cases, and the wooden shelves were made in their workshops. The cost of the building, of fireproof construction except in the roof, with its furnishings, was \$112,000, and, exclusive of the lower floor, it will accommodate more than 300 readers. The college numbers 700 students and 100 members of the faculty. My rough estimate of the average number of readers seated at a time during the busier hours of each day is 115 or 125.

One year of occupancy has proved the new library well adapted to our needs. The abundant light and air, the large reading room for general students and secluded rooms for research are conducive to good work. The beautiful and harmonious interior produces the right atmosphere for scholars, an environment favorable to study and high thoughts, and is an inspiration to better administration.

THE LIBRARY IN RELATION TO SPECIAL CLASSES OF READERS: BOOKS FOR THE FOREIGN POPULATION—I

BY JAMES HULME CANFIELD, *Librarian of Columbia University.*

AT the 15th annual meeting of the New York Library Association, last September, I tried to say something about the service which the public libraries may render in making new Americans. I am now asked to present the substance of this very briefly as a basis for discussion of this general theme; to be continued by others who have come more directly and practically in contact with what may very properly be called a new movement in the public library world of this country.

Immigration to this country has become so enormous, and is affecting so directly all the conditions of urban life, that unless we can digest and assimilate these immigrants there will soon be a sick man of the West as well as of the East. We need these people and they need us. It is a mistake to consider their presence here a menace. While there may be and probably are some undesirable immigrants, the great mass of all immigrants are to become American citizens, and with proper care and reasonable thoughtfulness on our part will become desirable American citizens. Immigration in itself is no ground for distrust or avoidance. We do not propose to close our doors, and we could not do this if we wished.

That we may have some fair idea of the problem pressing for solution we should remember that by the census of 1900 the foreign born population of 14 of our more important cities is as follows:

New York 1,270,080, Chicago 587,112, Philadelphia 295,340, Boston 197,129, Cleveland 124,631, San Francisco 116,885, St. Louis 111,356, Buffalo 104,252, Detroit 96,503, Milwaukee 88,919, Pittsburgh 84,878, Baltimore 68,600, Cincinnati 57,961, New Orleans 30,325.

As showing the diversity of origin, language, tradition, etc., in a single city—of these foreign born people in the city of New

York 118,000 came from Austria, Bohemia and Hungary; 322,000 from Germany, 155,500 from Russia, 145,000 from Italy, 40,000 from Norway and Sweden, and 32,000 from Poland. Of the present population of the same city 2,650,000 are (entire or in part) of foreign parentage; which means no very great removal in point of time from the immigrant status.

The question is, How can these people be given most quickly a fair understanding of their new life and their new relations? As far as the church is concerned, quite generally they have their own ecclesiastical organizations. Inevitably they drift into certain portions of our cities occupied by their countrymen who have come here earlier, which tends to make them clannish and is not very helpful in the process of becoming acclimated. The day schools are doing something for the children, and the night schools are supplementing this work and adding instruction for adults. At best little more can be done in this way than to give them elementary knowledge of our language—they have little time for other instruction than this. This is the least with which we ought to be satisfied, because they need to know what we are trying to do, and we need to know their needs and desires—and English is, after all, the only practicable method of intercommunication. But we surely ought to do far more than this necessary minimum.

There ought to be in every public library of every city of any size at least the classics of several languages, in order that those speaking these different tongues may appreciate our willingness and desire to recognize the literature of their fatherland. This sympathetic temper will help bring these people to our libraries. But we ought to go further than this, and, having brought them within the library and made them its patrons, they

should find there good translations of elementary text-books in civics from English into other languages, and other literature that will be helpful to them in their new relations.

It is entirely true that many immigrants have not the education nor the mental equipment necessary to intelligent enjoyment and successful mastery of the classics in their own tongue. But a surprising number of them are interested in these classics, as appears in more than one public library on the sea coast. Just as our best literature advances all the standards of thought and life, so the best in these strange tongues will minister directly to the welfare of those who are strangers in a strange land. But their immediate needs are other than this. For the sake of illustration, imagine yourself seeking a home on the continent, without definite information as to the conditions of the new life, unable to speak or understand any language but your own, inexperienced as a traveller, not particularly well read as to the country or countries within which you must choose your residence, and possibly without kinsfolk or friends in that distant land. What you would need to know almost immediately would be something of the conditions of life which you must meet, of the laws to which you would be subject, of the manner of acquiring citizenship, of your civic rights and duties, and of the opportunities which the various countries or various parts of one country present to a newcomer. If you could find these in your own tongue, coming to you from such an authoritative source as a library considered as a public institution, having what may be called official standing, and your attention called to all this and your investigation directed by a pleasing personality showing sympathy and expressing interest in your welfare—your battle would be half won from the start.

Inverting the illustration—an Italian landing in New York ought very soon to find his way to some branch library where, in answer to his inquiry, he would have opportunity to learn of those simpler ordinances of the city which cover sanitation, education, contracts, licenses, carrying of concealed weapons, and those general police regulations with which

every intelligent citizen needs some acquaintance in order that they may most efficiently protect him and advance his interests and that he may "keep out of trouble." He ought to be able to find also some intelligent and authoritative discussion of the industrial conditions of the country, something which would tell him of diversified climate and products, information which might guide him to cheap farming lands, or to the fruit regions, or to the various mining districts, or to the great lumber regions; which would give prevailing wages, cost of living, general distribution of labor, and so on through the whole circle of possible occupations. Later perhaps he would care to know something of the political history of this new-found land, of its industrial development, of its educational system, of the men who have made it what it is, of plan and purpose for the future. All this is necessary for his immediate information and guidance in the choice of occupation and home, and is exceedingly desirable in his preparation for intelligent citizenship.

I understand that your immediate answer to this will be that such text or texts are not in existence, even in English—if we except the leaflets and folders sent out by the more ambitious steamship and railroad companies or by more enterprising states. It is this very point upon which I hope the discussion this morning will turn—what this Association may be able to accomplish in the way of the preparation of such information. In simpler form, such as leaflets, something has already been accomplished by Dr. Blaustein of New York—editions in the thousands being circulated among the immigrants at Ellis Island. This in itself is admirable, and the plan ought to be taken up either by the nation or by the more interested states, or by boards of trade, or by patriotic citizens, or by some definite organization in which all these forces may have full play: with a very general distribution of these leaflets on the other side of the water, either in the countries from which the immigrant comes or at the ports of departure, say through the hands of the American consuls. With regard to such work as this, this Association can do little more than express its appreciation and approval. But it

seems to me high time that an organization as influential as this should set itself very definitely to the task not only of a wise use of such literature when prepared but of the preparation itself. Whether this will be best accomplished by agitation and discussion, or by a systematic use of the public press, or by the appointment of a special committee which shall make careful study of this whole problem I do not pretend to say. My impression is that we shall go at it along all these lines and by a use of all these means, and I doubt if there is any more important work to which a special committee could give thoughtful consideration for the next two or three years.

In order that this matter may come directly before the Association for discussion, and to place the whole question in a concrete form, I beg leave to offer the following resolutions:

"Resolved, That the Library Institute be asked to give all necessary time and effort to a careful and thorough investigation in every detail of the possible service of public libraries to immigrants; that the Institute embody the results of this information and recommendations concerning the same in a preliminary report which shall be printed at the expense of this Association and sent to each of its active members, with a request for comment or criticism by mail; and that with this correspondence in hand a final report shall be prepared by the Institute and submitted to this Association at its next regular meeting, in 1907.

"Resolved, That because of the direct interest of the public schools of this country in this as in many other questions discussed by this Association, the officers of this Association be requested to at once enter into negotiations with the officers of the National Educational Association, the object of which shall be to secure in 1907 either a joint meeting of the two Associations or meetings at the same place, the one following so immediately upon the other that both may derive some benefit from the membership and attendance of each."

BOOKS FOR THE FOREIGN POPULATION—II

By ARTHUR E. BOSTWICK, *Chief of Circulation Department, New York Public Library.*

THE problem of providing reading for foreigners who understand only their native languages in a city of such population and extent as New York would seem at first sight an almost insuperable one, but the peculiar distribution of nationalities in the city, especially during the year or so immediately after arrival, is a great aid in this work and reduces it largely to a question of providing one or two collections of books in each foreign tongue—a fortunate circumstance, since it would scarcely be practicable to duplicate such collections for perhaps twenty different languages in thirty or forty centers.

We may say roughly that the person who takes a foreign book from a library belongs to one of two classes; he is either one who reads the language as his mother tongue, or who is reading it merely as a foreign language either for its educational value or perhaps for recreation. Now the languages read in this latter way are practically limited in New York to four—German, French, Italian and Spanish—given in the order of fre-

quency. The demand for this purpose is naturally confined to no particular localities, and it is necessary to have small collections, particularly of French and German, in all branch libraries. But besides these languages there are fifteen to twenty others that are spoken by immigrants as mother tongues; and for a considerable period after their arrival, varying for a year or two to a lifetime, they are limited in their intellectual intercourse entirely to these tongues. Owing to this fact as well as to natural gregariousness, the incoming immigrant seeks out those of his own race; hence the various "colonies." Dr. Blaustein, the director of the Educational Alliance, tells us that the subdivision goes even further than this. People from the same province and even from the same village seek each other out, so that a map of the East Side might be drawn reproducing somewhat fantastically the map of Europe with its political and racial subdivisions.

This grouping of immigrants is strikingly illustrated by the collection of posters in

foreign tongues, displayed in the streets of New York, which has been gathered to accompany this paper. These were all secured by the branch library assistants in a few days in the vicinity of their libraries and represent nothing out of the common life of the districts where they were displayed. Evidently a foreign colony must be not only large but compact to make the display of such posters worth while. The same cannot be said, of course, of newspapers; but size and extent, if not compactness, are certainly indicated by the figures in the following table, which are from Rowell's directory and cover the borough of Manhattan only.

	Daily.	Semi-Weekly.	Weekly.	Bi-Weekly.	Semi-Monthly.	Monthly.	Total.
Arabic....	1	1	..	..	..	..	2
Bohemian....	2	..	2	..	..	..	4
Chinese....	..	..	2	..	..	..	2
Croatian....	1	..	..	..	..	..	1
Danish....	..	..	1	..	..	..	1
French....	1	..	2	..	..	..	3
Gaelic (Irish) ..	..	..	..	..	..	1	1
German....	6	..	26	1	..	7	40
Greek....	1	..	..	..	..	..	1
Hungarian....	1	..	1	..	..	..	2
Italian....	4	..	8	..	..	1	13
Japanese....	..	..	1	..	..	..	1
Polish....	..	..	1	..	..	..	1
Slovak....	1	..	..	1	1	..	3
Spanish....	..	..	2	..	1	5	8
Swedish....	..	..	1	..	..	1	2
Yiddish....	7	..	4	..	..	..	12
	25	1	51	2	2	16	97

This clannishness is not permanent, however. In a few years the immigrant learns at least some English, begins to feel at home, and moves off to some other part of the city, his place being taken by a newcomer. In this way, Dr. Blaustein says, the entire population of the East Side is renewed every three years—a conclusion that he reaches from personal knowledge of the capacity of the district coupled with statistics of annual accessions to its population. However this may be, it is certainly a shifting population, as our library experience in the district shows us. Older residents continually move away and newer ones move in. Here, then, is an ideal situation for the librarian—bodies of people who speak only one language, who wish to read books in that language and who find it difficult to secure them, so that they gladly read anything that is offered to them. More-

over, these people are not scattered over the city, but classified by languages and bunched together by classes, and from these groups are periodically eliminated those who have learned English and who are therefore not so eager to read in their native tongues. Surely if the librarian is ever going to influence the reading of anybody, here is his chance among these "new-caught" peoples, who are not "sullen," like Kipling's. The question of the propriety of giving these people something that may retard their acquisition of English may be dismissed with few words. There is no evidence that the possibility of obtaining books in the native tongue does retard it; but even if it does, we can afford to wait a little longer for our new Americans if we have a greater chance of getting thereby better and more contented citizens. Homesickness—nostalgia—is well recognized as a specific disease, causing functional derangement and even death; and we cannot afford to have our future citizens start off with an attack of it. That they are afraid of it is shown by the instinctive huddling together of which I have spoken. But there is little chance in a city like New York, whose population is something like the contents of a seething caldron, that permanent foreign communities, retaining foreign ideals and resisting Americanization, will ever be formed. There is much more danger that this will take place in farming regions like the great Scandinavian districts of the West. Perhaps the most striking instance of the retention of a non-English tongue in an American community is that of the so-called Pennsylvania Dutch. Yet no one would accuse these people of being foreign or un-American. They all talk English as well as their peculiar dialect, and so will any body of immigrants under similar influences. I cannot see that it is ever going to be necessary for us to have a polyglot congress, like Switzerland, and least of all do I fear that giving a homesick immigrant a welcome in his mother tongue is likely to help along such a result.

So the temporary grouping of non-English-speaking immigrants by nationalities in the city of New York is not to be regarded as a

menace to future good citizenship, but rather as an opportunity for its acquirement.

We have been slow to see and slower to take advantage of this opportunity in the city of New York. We are not yet taking care of the English-speaking population as we ought. A circulation of about two books annually per capita in the greater city is imposing in the aggregate because of the size of our population, but it certainly does not represent the maximum of library effort.

In fact, until recent years the expansion of library opportunity in New York has not been a direct response to a demand, but rather an anticipation of it. Even now there are districts not served by branch libraries which make no complaint; yet we know from our experience that the opening of a library in such regions will be followed by the sudden development of an overwhelmingly large circulation. This has been the case with our foreign work. A Roumanian or a Hungarian does not expect, when he comes to the city, to find books for free circulation in his home language. If these were never offered demand for them would not develop, and it is not until the first purchases are made and the ball starts rolling that we realize the energy that is stored up in a great body of the population hungry for literature. A few years ago our foreign circulation was limited to the general foreign tongues and included none of the "neighborhood" languages. The consolidation with the Aguilar Library brought in the Russian and Hebrew collections at the Educational Alliance, and that of the Webster gave us the nucleus of a Bohemian collection, since largely increased. A year ago we had added Hungarian, Yiddish, Roumanian, and, during the past year, Swedish, Finnish, Dano-Norwegian, modern Greek and Polish, beginning with a few hundred volumes of each, mostly literature and fiction, and placing each collection in some branch library near the center of the corresponding linguistic group. Our experience has thus not been long, but it has been enough to bring out the fact that our foreign circulation is practically an adult circulation. This has always been the case with our German, in which our experience in neighborhood language circulation dates back twenty

years, from the establishment of a branch of the Free Circulating Library by Oswald Ottendorfer in Second Avenue. The circulation here has always been practically confined to adults. Its percentage of juvenile fiction (German and English) in its first year was 13, only one-third of that at the other branch. No separate German classification was then kept; but if the English proportion was the same as at the other branch, the German juvenile use must have been vanishingly small. Among the German books circulated there last year only two per cent. were juvenile fiction, and I judge from the reports of desk assistants that many of these were taken out by adults. Desk attendants at most of the branches estimate that the juvenile German issue is less than one per cent. At the Rivington Street branch it is larger—estimated at ten per cent. The children here take out German books for purposes of study. As for other languages, the juvenile circulation in Roumanian, Hungarian and Russian is estimated about one per cent. each. No Yiddish is circulated among children. There is a small demand, but the stock is not great enough to supply the adult readers. Hungarian is not refused to the children, but those under 16 are not encouraged to read it. Russian is read by only a few immigrant children, and by them only until they learn English. Bohemian is read by perhaps ten per cent. of children. Their parents usually take out the books for them, being anxious that they shall become familiar with the literature of the fatherland. These data show strikingly the speed with which English becomes the tongue of the younger generation and the fact that our foreign collections are only for the comfort and intellectual nutrition of those who are still occasionally looking backward to the fatherland.

It is probable that after reaching a maximum the circulation in what I have called neighborhood languages will decline and that it will become somewhat more scattered. This is indicated by our twenty years' experience with German. Our German circulation at the Ottendorfer branch during the first month (December, 1884) was nearly four times our English circulation. For the first year the German circulation was 63

per cent. Last year it was 22 per cent. The total foreign percentage of the two branches then constituting the Free Circulating Library was 33. That of the present 36 branches is 4, varying (if we exclude the Ottendorfer branch) from 10 down to one per cent. The abandonment of the neighborhood by the Americanized population would evidently scatter the demand for a particular language at the same time that the increasing use of English would diminish it.

As this scattering makes itself more and more evident in the demand for books in other parts of the city, as it already has with German, we may find it necessary to scatter our collections somewhat; but probably the bulk of each will remain as now, in one or two convenient centers.

We have been buying a few books at a time in a considerable number of foreign languages. Would it have been better to spend the money available for such books on one language at a time? For instance, would a fairly representative Hungarian collection, purchased within a few years, have been preferable to inadequate collections in a dozen tongues? This question will confront any library when beginning to form foreign collections for circulation. I can see many arguments for concentration on one language at a time; but on the whole I am satisfied with our present policy of purchasing a few hundred books yearly in each of a considerable group of literatures. We are confining our-

selves at the outset almost entirely to the literature and history classes—representative fiction, poetry and essays, with history, biography and some travel; although we have carefully considered local demand for other classes.

Of course we include dictionaries and language manuals, especially books for learning English. These, we find, require careful scrutiny. Except in the case of such languages as French and German, they are rarely prepared by persons familiar with idiomatic English, and their colloquial phrases are peculiar, to say the least.

There is room for an amusing book on "English as she is taught" in Italian, Russian or Polish manuals. Some of these are so outrageously absurd that we have had to reject them after purchase, and others we have reluctantly kept because there appear to be no others. In some languages they are altogether lacking. A list of such books, which we had begun to prepare for publication, has been postponed for lack of time to give each an exhaustive examination.

The need of books on American history and civics is also especially noticeable; but instead of preparing such works ourselves, as Dr. Canfield suggests, it would be better simply to call public attention to the lack of them. Proper bodies to supply the need would be the various civic or patriotic societies, which would doubtless be glad to take it up if the matter were brought to their attention.

BOOKS FOR THE FOREIGN POPULATION—III

By J. MAUD CAMPBELL, *Librarian of Passaic (N. J.) Public Library*

DR. CANFIELD has covered the field so effectually and stated the case so fairly, I think the cause of the immigrant might satisfactorily rest where he and Mr. Bostwick left it.

I would like to second Dr. Canfield's motion and ask if it might not be possible, while the Institute is investigating and preparing a report to be submitted to the Association, for each member of the American Library Asso-

ciation, and particularly the state associations, to agitate this point in such a vigorous way that the state authorities' attention may be called to this crying need, and co-operate with us in investigating and advancing the cause of the immigrant.

There is hardly a state in the Union which has not commissions of some sort, and all productive of good—library commissions, fish and game commissions, forestry commis-

sions. In New Jersey we have even a mosquito commission to look after the extermination of the insect which has given our state such renown. We had no trouble in getting both departments of the legislature to authorize the governor to appoint "a commission to investigate and report on the condition of immigrants coming into the state." This has brought the matter to the attention of the men who govern the policy of our state. As librarians, we cannot translate, publish or actually give away books; but with financial backing from the state it will be possible for libraries to secure the books and pamphlets in foreign languages necessary for our immigrants, and, in addition, to offer educational assistance.

While Dr. Canfield's figures as to the present immigrant population of the large cities are staggering, they are not sufficient to make us feel the task is hopeless. America has handled a bigger immigrant proposition before this, and the country has not entirely gone to the dogs. Take the hundred years between 1800 and 1900: between 1820 and 1830 there were 15 aliens to the 1000; between 1830 and 1840, 47 per 1000; between 1840 and 1850, 100 per 1000; between 1850 and 1860, 110; the next decade it fell to 73; between 1870 and 1880 it was 104 per 1000; and between 1890 and 1900 (the last census) it fell to 59 per 1000, showing that fewer immigrants came here between 1890 and 1900 in proportion to the population than in any decade since 1850, notwithstanding the hysterical cry of our being overrun with foreigners.

A prominent New York criminal judge, after having faced the worst class the country produces for twenty-seven years, said: "All evil influences, whether derived from inheritance or example, might be overcome by education; that our thoughts would direct the trend of our lives." We have given the adult immigrants very little opportunity to show what they would do for themselves about education; but their own deficiencies in this particular seem to stimulate them to great efforts on behalf of their children. In 1900 statistics show that in the whole United States the school attendance of children of foreign parentage stands highest—71

per cent.; those of foreign birth second—68.6 per cent.; while that of children of native parents is actually lowest—65.2 per cent. They show, also, that the illiterates born in this country of foreign parentage (5.7 per cent.) is only about half the percentage (9.2 per cent.) of illiterate children of native born parents.

By the last census 13.6 per cent. of our population were of foreign birth and 34.2 per cent. of foreign parentage, who naturally absorbed in early life many of the sentiments and customs of their parents, and so are not very far removed from the immigrant state. Of the foreign born the majority land here past the age when it is easy to acquire a reading knowledge of a new language, bringing us a much-needed supply of muscle and brawn; for the chief elements of wealth production in this country—and it is for its wealth that America stands prominent in the eyes of the world to-day—may be classed as the products of mines, the products of agriculture and the products of manufacture, all absolutely dependent on manual labor, much of which is obtained from this foreign element of our population, to the great prosperity of the country. These immigrants reach here at an age of productiveness without having cost the state one cent for education and protection and immediately become, not only producers, but consumers. Of 7,218,755 persons owning their own homes in 1900, 1,730,970 were foreign whites, showing that they come here meaning to make this country their home. How can we expect this country to continue to prosper if we separate society into two classes, the one encouraged to improve the mind and the other condemned to hopeless ignorance?

If the office of education is to feed life; to change existence from a dull round of necessary duties to a pulsing, living desire to reach out for something better; we will have to feed life on something better than our present starvation diet! It is not to our credit, either as a nation or as librarians, not to be able to place in the hands of our foreign-speaking patrons the assistance they so constantly ask—"Give me some book about America in my language"—and while, as Dr. Canfield says,

the supply does not begin to meet the demand, I fear we do not post ourselves as thoroughly as we might on the books that really do exist. A curious instance came under my observation last fall. Being anxious to secure a simple book on the laws of the country suitable for our Italian immigrants, I wrote to the Bureau of Immigration, both in New York and Washington. They "knew of no publication in a foreign language on this subject." The Congressional Library reported "there seems to be very little in this line," but gave titles of three books in Spanish, one in German and one in Italian. The New York Public Library reported having 39,000 books in foreign languages, but could only suggest one in Spanish, one in German—Münsterberg's "Americans," which is rather over the heads of our immigrants—and two or three in Yiddish. Brooklyn, with 24,573 vols. in foreign languages, had nothing simple and not a single title to suggest in Italian. The report of the Boston Public Library on what we should endeavor to do for our large foreign population warmed my heart to such a degree that I felt it was worth taking a trip to Boston, for there they surely had found the book I needed so badly! I went, examined the catalog, inquired in the reference room and was disappointed; I left Boston a sadder but not a wiser woman. The following week I happened to speak to an Italian priest on the difficulty I had in making his people un-

derstand our health laws, one woman having sent her little girl to spend the day in the library because she was not allowed to attend school, as she had the measles. He immediately suggested a book in Italian, written by an Italian lawyer in New York and copyrighted the previous April—Caccia's "Manuale delle leggi degli Stati Uniti ad uso degli Italiani in America"—which fully explains all these points; and a few days later the same book was suggested by an ordinary Italian laborer, showing that those people keep a closer watch on the helpful books than we do, in spite of our profession. Nor is this a solitary instance.

In order that we may remove the stigma put upon libraries and books by a recent writer in the *Annals of the Academy of Political and Social Science*, who, in speaking of the assimilation of immigrants, says, "Little need be said of books and libraries. They tend to assimilate a certain class of immigrants, but they do not reach those who are hardest to assimilate and those who need it most," I beg to add the following resolution to those of Dr. Canfield:

"Resolved, That all members of the A. L. A., and especially the state associations, agitate in their own state the appointment of state commissions to investigate the general condition of non-English-speaking residents, with the view to their education and enlightenment upon the principles and policy of our government and institutions, and the rights and opportunities of its citizens."

THE LIBRARY IN RELATION TO SPECIAL CLASSES OF READERS: SUPPLY AND USE OF TECHNOLOGICAL BOOKS

By HARRISON W. CRAVER, *Technology Librarian, Carnegie Library, Pittsburgh, Pa.*

THE question of supplying communities with technological books through the agency of municipal libraries is one which at present is attracting considerable attention among librarians. In the past the library has had its largest success in meeting the wants of women and children, but has not succeeded so well in obtaining the interest of the men. This has been a disadvantage in more ways

than one; it has largely reduced the possible influence of the library and has also deprived it of the assistance it might have obtained from a large number of men—men who vote and pay the taxes which support the library—if it were to them an institution of practical value and not merely "a good thing for the city."

For some time it has been felt that this con-

dition was wrong, but until recently little seems to have been done to change it. The library has been content to move along the line of least resistance—a line along which all its resources could easily be spent usefully—leaving the department of applied science practically undeveloped. Departments of music and art have been established, the children have been given careful attention; it now seems time to turn some serious effort to practical work for men.

In discussing the question I will speak first of the larger city libraries, as the conditions under which they work are more familiar to me and the problem seems more easily capable of satisfactory solution.

This branch of work requires, of course, a fair degree of acquaintance with technological topics, and with manufacturing, mining and engineering; subjects which are not ordinarily a part of the prospective librarian's education. While it is possible to select books well enough without this special knowledge, by the use of various aids in selection with which all librarians are familiar, the reference work is very difficult and unsatisfactory unless the patron can be met half way and his questions intelligently discussed. The proper solution of the question in the large library is to place upon the staff one trained in industrial work, either by college or by practice, or preferably both, and who is broadly interested in the literature of the subject. With this equipment he is able to take up the question of book selection intelligently and also to give efficient service in rendering the resources of the library available to its patrons. Such an assistant can simplify the problem greatly for the head of the library.

The actual selection of technological books is not such a bugbear as many librarians seem to believe it. Just as in other lines, there are certain publishers who maintain a high standard, certain who rarely issue anything of value, and certain others who hit or miss by turns. The technical journals review the new books regularly and often well. In no other class of literature is the reputation and position of the author a safer index of the value of the book. Of course if modern science

and industry is an absolutely unknown field, book selection is difficult; but this is equally true of music or of art.

In our own library we make weekly lists of the new books and carefully collate all reviews. From these and from our general knowledge of the author and the present condition of our collection along the line in question, the decision is made. By watching all sources for book titles, we believe that little really valuable material escapes notice.

The special trial of the technology librarian is the rapidity with which his collection ages to the point of uselessness. In five or ten years his good working collection no longer represents actual practice, and he finds its usefulness vanishing. Changes occur with marvellous rapidity in many industrial lines and the library must be prepared to keep pace. In a collection devoted to the applied sciences and intended to aid men in earning their livelihood, the point of first importance is that information furnished shall be accurate and modern, shall represent present-day thought. To be able to fill this requirement constant buying is necessary, not only of good new books, but also of new editions of old standards. Because a library has a copy of Thompson's "Dynamo-electric machinery" it does not follow that it has *the* copy of Thompson's "Dynamo-electric machinery." Times change and the books must also change, the old ones going to the scrap pile or to a historical collection of what has been. This point is often not sufficiently appreciated. Size means little in a technological collection, modernity means much.

In selecting books it must be remembered that among the readers there will be many who have no knowledge of these subjects but that acquired by daily toil at a trade, and that to these, but little versed in the reception of knowledge through the printed word, the books of theory will often prove of little use. It is necessary to have books of a rudimentary nature as well as the best books, for many which are a little weak in theoretical explanations have much useful practical information.

It should also be remembered that the public library's collection should be modelled on

practical rather than academic lines. The demand which comes is not for theories but for facts, and the collection needed is not that which would find greatest favor among scholars. Their needs should certainly not be neglected, but at the same time the wants of practical workers must constantly be kept in mind and supplied as far as is possible.

In addition to books, a collection of periodicals is of utmost importance. There is always an appreciable gap between the most modern book and the present, and this the periodicals will fill. To-day the engineering journals are the most important publications you can have; the back volumes form useful reference sets and the current numbers enable you to supply that demand for "the latest," and that, too, in the department where this cry is most insistent, save possibly in that devoted to fiction.

Looking at it in another way, the periodicals are to be favored because of their cheapness. The average engineering book sells for a cent a page, if not more, while the magazines furnish from two to four thousand pages for five dollars. If economy is a motive, economy lies in the direction of periodicals rather than in that of books, even when the cost of binding is considered.

In looking over the field which a library expects to serve, it is usually found that the industrial life of the people moves largely along certain lines and that many industries are of little prominence or are lacking. In the region supplied by the institution with which I am connected, for instance, the active industries are largely concerned with the metallurgy of iron, the manufacture of machinery, structural engineering, glass-making and mining. Other industries, as potting, are also present, but to a smaller extent; while certain great classes, as wood working and the textile industries, are almost unrepresented. Such a survey of a library's field shows it where it must be strong and where it may be weak, and so aids in book selection. There is little use in buying technical books on a subject in which your community is not interested. Spend your money on those it needs.

All these questions of when and what to

buy are easily solved by the head of a department doing the work with the books if he has a good grasp of the local situation; and so much depends upon local conditions that anything further than suggestions of the broadest character would be of little use.

Turning from book selection to book use we find the field divided, as usual, into loan and reference work. Each of these branches calls for technological books. The loan department is usually more insistent in its demands and may be heard farther, but there is in many places an opportunity, sometimes scarcely appreciated, for much reference work.

This field sometimes seems missing when in reality it is there but unoccupied because of a deadlock. The library buys little suitable material because no one ever calls for it; the engineer or manufacturer will not waste valuable time in consulting the city library because it has never been able to help him. Thus much work remains undone and a large section of the population learns to view the library as a place of amusement, useful enough in its way, but of no assistance in everyday problems.

Now this situation will never be changed unless the library makes the move, and the proper move is the establishment of an active reference department of technology.

There is where your trained assistant will find his best field for work. With his collection of books and periodicals at hand, his next step is to get them used. He must push them forward as he can at first, until his trade is established, so to speak, and must advertise as he can. If he is eligible to local technical societies he should join and become known, and enlarge his acquaintance with his possible patrons in all possible ways.

To my mind, the proper model for a reference technology department in a city is a consulting engineer's office. Some one in the department should be able to treat the questions asked with sufficient knowledge both of their conditions and the resources of the library to point the way toward an answer. To do this is not always a question of having a book; sometimes an advertisement or a trade catalog will do the work, sometimes the

problem can be solved from one's own personal knowledge. It matters little what the method is, provided the result is obtained.

A useful form of library consultation is that obtainable by telephone and by mail. We have a number of regular users of the library whose visits to the building are scarcely semi-annual. In some factory offices we are proud to know that we are the first to be called on for anything not at hand, from an engineering formula to a manufacturer's address. Telephonic assistance seems particularly appreciated and is well worth the trouble it entails.

A good field for usefulness is to be found in the publication of brief bibliographies from time to time. Bibliographies of technological material are not plentiful, and the amount of time needed to search through the mass of poorly indexed periodicals often makes it a troublesome task which might better be done once for all. Certain questions return to the library regularly, and a list of available material concerning these is very useful.

It seems to me that handling technological books becomes a more difficult problem when we come to consider small libraries, in which it must be done as part of the general work. Lacking specially trained assistants, much must be omitted, but there is still an opportunity to be of considerable assistance to those interested in industrial subjects.

In selecting books it is often possible to follow the lead of some larger library, taking from their lists the best books. This will guide one to some extent, by eliminating many books at once. Another plan is to make use of volunteer assistance. Some users of the library will often look over lists or books relating to their work and select those of greatest value to the library. One fault of this plan lies in the tendency of everyone to view with special favor books on his own particular specialty and to minimize the value of other work; it is rather hard for such an adviser to avoid bias. Another trouble is that the aid is often too irregular to be really useful.

There are, however, many libraries in America which are not now large enough to em-

ploy expert service in technology, but which nevertheless have need for some assistance. The best method of meeting their needs lies, I believe, in co-operation; in arranging to have some one with the proper requirements make the selections for a number of different libraries. If the advice given is to be really efficient, however, it cannot be done wholesale by means of a list sent to all alike. Each library and its local needs must be made the subject of special study. If such an adviser were to spend time enough to become acquainted with the town and its needs, and was supplied with full information as to the present resources of the library and the amount to be spent on technology each year, he should be able to advise monthly purchases which would build up a collection well adapted to local requirements, and that at no greater expense than under a system of haphazard buying.

In addition, such an expert bureau would be able to give aid to some extent in reference work. Many questions which come up and are left unanswered could be sent to the bureau.

So far as use is concerned, the small library should work along the lines of the larger ones as far as it can. It cannot give as good service in the way of aid to the readers, but it can have as good books and let the patrons hunt through them for themselves. It must be remembered, too, that it is much easier to handle a small collection than a large one, and so easier for the public to arrive at a knowledge of the material available.

As regards the results obtained by systematic development of a technological department, it is hard to furnish direct statistical evidence of any great improvement. Books on useful arts are but dull reading to most, and will be called for only when needed. Many borrowers come but seldom; but if good work is done the library may rest content with the knowledge that they will come whenever they need help. In our own case, where one-third of the visitors to the reference rooms come for material of an industrial nature, we feel that this work is at least as highly appreciated as that in other lines.

USE OF INDUSTRIAL COLLECTIONS AT THE PROVIDENCE PUBLIC
LIBRARYBY ETHEL GARVIN, *Custodian-in-charge*

IN a city like Providence, where there are so many art industries, it is natural that in the public library the art and industrial departments should be close together and that many readers should consult books in both departments in looking up anything in connection with their work. For instance, those using the books on jewelry in the art library would very likely also be looking up material on metal coloring by electricity, and this would be found in the books on electroplating in the industrial library. In the Providence Public Library these two departments are known under the general name of "the special libraries," and are under the charge of one custodian.

The industrial collection contains about 7600 volumes and the art collection about 3500 volumes. The classes best represented are textiles, electricity and its applications, machinery, mechanics and jewelry design, and general books of flower and animal design.

The industrial library contains a full set of the proceedings of the American Society of Civil Engineers; transactions of the American Institute of Mining Engineers and of the American Society of Mechanical Engineers; and (among English sets of the same kind), the journal of the Institution of Electrical Engineers; the proceedings of the Institution of Mechanical Engineers and the journal of the Iron and Steel Institute. It has a fairly complete set of the journal of the Franklin Institute, and the "Annales des ponts et chaussées" and a complete set of Dingler's "polytechnisches journal," which supplements the German patents. The set of the *Official Gazette* of the United States Patent Office is complete to date, and the 552 volumes of the "Specifications and drawings of patents" are complete from 1880 to the present time. One of the special features in the industrial library is the collection of 589 industrial "trade catalogs." These cover a wide variety of in-

dustrial subjects, and are arranged alphabetically by the name of the firm, the Cutter order number for the name of the firm being used in this classification. If more than one kind of catalog is published by a firm, the different ones are distinguished by the figures 1, 2 and 3 separated from the order numbers by a period. In order to distinguish them from books in the card catalog, a card is used with "Trade Catalog" printed at the top. These trade catalogs are used a great deal in answering certain kinds of questions, such as the most recent makes of electrical machinery, gasoline launches or locomotives.

Although the library is a city library, an important feature of the industrial work is the collection of agricultural reports and bulletins of the divisions and bureaus of the United States Department of Agriculture and those of the experiment stations located in the various states, these bulletins treating in many instances of biological and chemical subjects. These bulletins—about 5000 at present, representing all but two of the experiment stations—are indexed by the printed cards of the United States Department of Agriculture, for which this library has been made a deposit library, and by the card index to agricultural experiment station literature. This catalog, which is in a case by itself, now numbers 15,000 cards; it represents not what we have in the library, but what has been published.

The reader finds in this department duplicate catalogs of the books both in the art and industrial library, and duplicate class lists. The subject headings vary somewhat from the main catalog of the whole library, which is on the first floor, partly because only those headings are used which are likely to be asked for in these departments.

One of these two rooms contains a draughting table, and also a photographic dark closet for developing plates if the reader desires to

do so, and tracing paper and weights are supplied. Nearly every day some of the tracing paper is asked for by designers.

The notices of civil service examinations are regularly posted on the bulletin board in the industrial library, the only other place where they can be seen in the city being the post office.

In the purchase of books, opportunity is taken to utilize the titles which are suggested by readers, or the reviews in such periodicals as the *Engineering News*, and we have also profited very greatly by the recommendations of Mr. Craver, the technology librarian of the Carnegie Library of Pittsburgh, and by that of specialists in Providence. A book so reported upon is, however, submitted to the day and evening custodians of the special libraries in order to be sure that it is especially desirable in this particular library.

In the art library scarcely a day passes without some inquiry for books on jewelry or silverware design, and it is no wonder when one considers that one-fifth of the wage earners of Providence are in the jewelry trades, and that the output from Rhode Island represents one-fourth of the total value in the United States. Workers in these trades, especially designers, are sent to the library during their working hours to get suggestions to be used in their work. In this case the custodian does more than to lay out such books as will probably contain a picture of the flower or animal wanted and leave the reader to find it for himself. An unremitting search is kept up for the design, as, for instance, for a "sweet pea (side view)," until she finds the exact thing wanted. Everything is brought into requisition—the books on gardening, natural history, plates cut from imperfect or duplicate copies of "Country life in America," and even the covers of seed catalogs at times.

There is a collection of art trade catalogs also which are used by readers in looking up designs for such subjects as iron work, mission furniture, jewelry and silverware.

Articles are cut from the magazines when we have imperfect copies and paper covers made and the whole held together by the star paper fasteners.

Another line in which the connection of art and industry is very close is in the making

of furniture. A worker who has an order for an Elizabethan bedstead comes to the library and uses the books on old furniture for careful examination before beginning work on it. Architects use the library, looking up Dutch and English colonial houses for suggestions, and also designs for mill construction and church and school house plans.

A special purchase of books was made recently in the line of jewelry and silverware. This list was made after careful study of books in other libraries and at the Rhode Island School of Design and by consultation with teachers and workers in the various branches to be covered, as well as with the users of the library in these lines. In such practical subjects as die-sinking and stone setting no books could be obtained, but in other subjects in which books were bought, the additions were very much appreciated.

A number of methods of advertising the library's resources have been employed. Any reader who is known to be interested in a book of a kind recently added receives a postal from the library giving the title and number of the book and the length of time that the book will be reserved for him. The custodian of the department sees that these cards are sent out. One of the assistants in the telephone exchange asked for a list on telephone work, and a list of the books in the library was sent, and in addition twenty application blanks for cards. All had been used in two weeks afterward.

A list of books on automobiles was sent out to the school of automobile engineering. The publication of lists on metal coloring and books on plant and animal design in successive lists in the daily papers, and one on the additions in jewelry design in the local organ of the jewelry trade (the *Manufacturing Jeweler*) has been another method of "advertising the library." The lists in the daily papers were cut out, mounted on ordinary pad paper, with the heading, and sent to twenty or more firms to be placed on their bulletin boards, and in the case of the second list, addressed to the designing department of those firms.

The departments have been chiefly advertised, however, by the readers. Frequently readers are seen showing their friends about,

not in the aimless way of a sight-seer, but going to the alcoves and pointing to a certain section saying, "You will find the books on machinery there and those on mechanics on this side of the alcove," and often taking down a particular book as if it were a familiar friend. The main part of the requests for books to be reserved by postals are for industrial and art books, and the requests are usually left with the custodian of the special libraries.

In the industrial library the largest number of users are looking up patents, two persons usually working together. The volumes of the *Official Gazette* and the "Specifications and drawings" remain on the shelves less than any other books. Readers use this department very steadily, spending their noon hours in the winter in reading in the industrial reading room. In the evening and on Saturday afternoons the tables are all occupied, with one or two readers in each alcove, and they even overflow into the art library, which has a larger room. During the six years that the library has been opened there has been a steady growth in their use, and always for serious study. As showing the amount of reference work it should be said that 4500 questions were looked up in the special libraries last year, an increase of 1200 over the previous year, and of this increase more than 1000 were on industrial subjects. The current industrial periodicals

are kept in the periodical room, and so the use of the industrial department does not include anything but books and the bound periodicals on these subjects.

Among those who use the industrial library are apprentices and machinists in the large machine shops, workers in the cotton and woolen industries, textiles being the leading industry or the state, and those interested in the manufacture of gasoline engines and their applications to automobiles and launches.

In the article in the *Independent* of June 15, 1905, on "Libraries for men," the writer spoke of the supposed attendant of a library who would be shocked if a workman came in with his soldering tin and asked for a book. In this library such would not be the case. The more workmen who come the better, and they are welcome. A man came in his overalls to get a certain gilt lettering for sign painting, and after eagerly searching through the books that I found for him until he found the exact letters, he apologized, saying, "I was so anxious to get this that I came here right from the shop." Of course he was at once made to understand that no apology was needed for so sensible an act.

It is just this feeling of the indispensability of the library that one wishes for in all the workers, whether living within the city or outside. Any one in the state can draw books if recommended by the librarian of the town where he lives.

BOOKS FOR THE BLIND

BY EMMA R. NEISSER, *Free Library of Philadelphia*

THE first embossed book made in the United States was made at the Pennsylvania Institution for the Blind, in Philadelphia. So, too, the honor of arousing public interest in the first "home teaching" of the blind in America is due to the same institution, for it was by invitation of a former principal, Mr. William Chapin, that Dr. William Moon, of Brighton, England, visited this country in 1882.

Mr. Chapin soon recognized that the work of "home teaching" intended for the adult blind did not properly belong to his institu-

tion. With Dr. Moon Mr. Chapin called upon Mr. John P. Rhoads, business manager of the Pennsylvania Bible Society, and interested him in the "home teaching" idea, so successfully carried out in England. As the funds of the Bible Society could not be used to purchase secular works, Mr. Rhoads applied to his friends for contributions and collected \$200. The Bible Society ordered a stock of embossed religious works and, thus equipped, the pioneer Home Teaching Society and Free Circulating Library for the Blind began its work. Mr. Rhoads applied

to the mayor, asking that a census of all blind persons might be taken by the police. All the blind in the city were then visited by a teacher employed by the newly organized society.

The co-operation of the Free Library of Philadelphia and the Philadelphia Home Teaching Society for the Blind in 1898 gave a new impetus to the circulation of embossed books in Philadelphia and its vicinity. Since the affiliation between the two institutions the most cordial relations have been maintained. The books belonging to the society were all transferred to the Free Library, and were accessioned, classified and placed on the shelves in a separate room devoted to the embossed volumes, which required special shelving. The Free Library purchased a selection of books in Moon type, as well as in the other embossed systems most used. Separate book plates distinguish the books of the Society from those of the Free Library, and separate accession books are used.

The Society now employs three teachers. For the salaries of these teachers the Society is responsible, as well as for their travelling expenses, and for any expenses of transportation of books by mail or express. The Free Library provides the room, rent free, and the services of the assistant-in-charge. Since the increase in circulation has increased the correspondence, the Society has paid to the Free Library the sum of \$100 annually for the additional clerical service required. In 1901 the organization was incorporated under the laws of Pennsylvania, and the name changed to Pennsylvania Home Teaching Society for the Blind.

The work of a department for the blind should not be merely the exchanging of books over a charging desk and the keeping of statistics. Each new person brought to the notice of the librarian should receive individual encouragement. Some years ago a young medical student in our city became suddenly blind just before the close of his second year in college. When he first came to the library he had been without sight nearly 18 months. He had sat most of the time with nothing to do, dependent upon others when he wished to walk abroad, afraid to go alone. Strong and well, under 30 years of age, and utterly despondent, his case seemed very distressing.

It was suggested that he learn to read, and also that he undertake to become a masseur, on account of his previous medical training and knowledge of anatomy. He studied the Moon type and later the American Braille, which he has also learned to write, and having become enthusiastic about the plan to study massage, began his lessons with one of the most competent instructors in Philadelphia. He is now qualified as a masseur, and able to teach others, travels alone to the library, and is regularly connected with one of the hospitals in the city. Only the other day he said, "If it had not been for this library, if I had not learned to read, I do not believe I would have lived; certainly I would have had no ambition."

Another young man, 30 years of age, with a wife and little daughter to support, was suddenly stricken with blindness while conducting the orchestra in one of the theatres. His sudden loss of sight made him very timid, and although an excellent musician, he refused to touch the piano, feeling sure that he could not play. After first learning Moon type and becoming a reader, he learned the American Braille. His confidence was somewhat restored by his ability to read for himself and he was finally induced, as a personal favor, to assist a brother violinist whose accompanist had disappointed him. For the evening's performance he received \$5, the first money he had earned since he lost his sight. This marked the beginning of a new era in his history, for he at once took a position to play the piano in a dancing school several days each week. Since that time he has fully regained his former hopeful spirit, and, with one of his friends, has assumed the responsibility of a dancing school and has been very successful.

Much is being done for children; there are 38 schools in which 4363 pupils of school age are receiving a good education. These young people are all taught to read one of the point systems. Of the 69,258 remaining, a certain number have been former pupils in the schools, but there are many thousands untaught. Co-operation between public libraries and home teaching societies should be secured if the best work among the blind is to be attained, and the establishment of additional societies is urged.

Each state, each large city even, should maintain its own home teaching society.

This is a most excellent opportunity for valuable co-operation of the women's clubs with public libraries and library commissions. Their enthusiasm and help in establishing travelling libraries leads to the hope that the women's clubs may take an active interest in providing "home teaching" for the adult blind, and in the publication of additional volumes in the Moon system, which is most used. That such an interest is already making itself felt is noticed in Mr. Thomson's correspondence. The Association of Collegiate Alumnae, of Portland, Ore., and the Philanthropic Section of the Nineteenth Century Club of Memphis, Tenn., have both written for information concerning "home teaching." Two members of the New Century Club, of Wilmington, Del., called recently at the Free Library of Philadelphia for advice concerning the appointment of a "home teacher" for the state of Delaware, whose salary is to be paid by the club. This is a most excellent arrangement for many libraries, which have seldom more money than is needed for administration. In time it is hoped to obtain an appropriation from the state.

For a discussion of the relative merits of the different types needed by public libraries, the article by Mr. Edward Ellis Allen, recently published, entitled "Library work for the blind,"* deserves careful consideration.

In selecting the kind of print to be used, the *first* type to be supplied should be the system taught in the state school, for that will be called for by graduates and former pupils. As Mr. Allen, in his article, points out, however, "any library pretending to be representative and wishing to increase its usefulness will possess books in both point systems, and so double its variety of reading matter."

The following suggestions may be useful to those interested in the publication of books in the two point systems: 1. Among adults who have advanced from the Moon type to a point system the demand is for books in full orthography and in type large enough to be easily felt. 2. Many of the point books are too large and heavy and cannot be easily handled.

The volumes in Moon type are large, but they are small in comparison with some of the volumes in the two point systems. Recently in sending out a book the package by actual weight tipped the scales at 9½ pounds.

On June 1, 1906, the Department for the Blind in the Free Library of Philadelphia contained 2281 accessioned volumes in 5 embossed systems, belonging to both Pennsylvania Home Teaching Society and Free Library of Philadelphia as follows:

American Braille.....	209	vol.
Braille.....	156	"
Line letter.....	277	"
New York point.....	167	"
Moon type.....	1472	"
	2281	"

together with a duplicate stock of about 800 volumes in Moon type belonging to the Society.

The distribution of embossed volumes in 1905, from this department, according to types was as follows:

American Braille.....	882	vol.
Braille.....	416	"
Line letter.....	153	"
Moon.....	5458	"
New York point.....	236	"
	7145	"

Readers who were formerly unable to send for books on account of the great cost of postage or expressage, have now the privilege of frequent exchanges, without any charge, in accordance with the recent act of Congress granting free transportation of embossed books. Great care is taken that no infringement of the law occurs. In two instances it has been necessary to notify readers not to include under the covers of the books the written lists of books wanted in exchange. Even return labels are sent to all readers in separate envelopes, at regular postal rates.

As a protection to the bindings, and for the convenience of the messenger who calls for the books, all volumes are wrapped for delivery in heavy brown paper, known to the trade as "drab express" wrapping paper. Package handles, bearing the words "Dept. for the Blind, Free Library of Phila., 1221 Chestnut St.," are provided for all packages.

**Lib. Journal*, Jan., 1906, p. 8-11.

Among the libraries which suffered from the recent earthquake and fire in San Francisco was the San Francisco Library and Reading Room for the Blind, located at 4th and Clara streets. Mr. Thomson promptly offered the embossed books in the Free Library of Philadelphia for the use of readers in San Francisco, when, after the excitement had subsided, they should be ready for reading again. A letter was received from Miss Harriet L. Young, the librarian, who, after expressing thanks for the offer of assistance, said:

"Our library was totally destroyed, as were banks and everything pertaining to security; it is therefore useless for us to accept your kind and greatly appreciated aid. We have a splendid State Library for the Blind and our readers can draw books from there. They, the trustees, have kindly tendered their assistance.

"We shall be pleased to ask for former reports from you about September, when we reorganize. We saved absolutely nothing—the little the earthquake left was destroyed in 15 minutes by fire. We fear that many of our blind people were killed—we cannot locate all of them."

In regard to time limit in the use of the embossed books, the broadest privilege should prevail. No fines are charged, no matter how long books are kept. It has been found that in many cases one month is too short a time to allow for reading the books. Many of the adult blind read slowly, and over and over again. Some are invalids, and the majority must await the convenience of some other member of the family or some seeing friend to have the books properly wrapped for return. A formal notice asking for the return of a volume is not sent until a book has been in circulation three months.

In the circulation of printed books, the sole purpose of a renewal is to avoid the payment of fines. No fines being charged for embossed books, no renewals are necessary. The circulation of the embossed books from the Department for the Blind in the Free Library of Philadelphia, therefore, numbering 7145 during 1905, represents 7145 actual volumes circulated, and is not a technical repetition of circulation.

All volumes taken from the library by the teacher are recorded by date of issue and

call number on his reader's card, on which is also stamped the date of return of all books.

The daily report of circulation does not include the books taken by the teachers. On the first of the month each teacher presents his record book, which is kept in diary form, to the assistant-in-charge, who makes out the report according to the Decimal classification and also according to the number of volumes of each type circulated, and the number, if any, circulated out of the city. The total monthly report of circulation includes the record of books issued from the department for the blind, plus the record of books distributed by the three teachers.

Philadelphia is fortunate in the cordial relations which exist among the various organizations in the city interested in the blind. Mr. Edward Ellis Allen, principal of the Pennsylvania Institution at Overbrook, is most heartily in sympathy with the work of the Free Library. He is one of the managers of the Pennsylvania Home Teaching Society for the Blind and has given substantial aid to the department for the blind in his large gifts of books in different types. Mr. Allen has made many valuable suggestions regarding appliances for the blind and literature relating to the work. Without any formal co-operation between the different organizations most harmonious relations prevail. The Pennsylvania Working Home for Blind Men, 3518 Lancaster avenue, and the Pennsylvania Industrial Home for Blind Women, 3827 Powelton avenue, are both visited regularly by the teacher.

The Society for the Promotion of Church Work among the Blind was organized in Philadelphia in 1903, under the auspices of the Protestant Episcopal Church. The object of the Society is to promote the spiritual welfare of the blind, and it aims to be a central source of information on this subject. Miss Amelia Sanford, the secretary, 708 Spruce street, Philadelphia, will send, free of charge, the books published for the Society, to any library which wishes to put them into circulation.

From the Pennsylvania Bible Society, 701 Walnut street, Philadelphia, may be obtained portions of the Bible in all embossed types.

Additional literature in Moon type is

greatly needed, and an effort to supply the demand for new books has been begun in this country. The *Moon Magazine* owes its existence to the suggestion and help of a reader. A magazine had been talked of for some time, but had not materialized, when Mr. R. P. High wrote to make inquiry concerning periodical literature. Finding there was no magazine published in the Moon system, he offered to make a contribution of \$100 towards the expense of publishing such a magazine. The initial number of the new magazine made its appearance in January, 1906.

In 1904 the late Hon. John Hay, Secretary of State, paid for embossing his "Eulogy on the late William McKinley," delivered before the Senate and the House of Representatives. To Mr. John T. Morris, a friend of Dr. Robert C. Moon, we are indebted for the "Call of the wild" and "Mrs. Wiggs of the cabbage patch" in embossed type. It is also a pleasure to announce that the Hon. J. M. Pereles, of the Wisconsin Free Library Commission, has arranged for the publication of Helen Keller's "Optimism," and has also offered to make his subscription an annual contribu-

tion towards the publication of new books in Moon type.

It is hoped that the example of a few individuals may serve as a suggestion to others. Much may be done along this line by various societies, especially women's clubs. The providing of new literature to be circulated by libraries and library commissions, free of charge, will add greatly to the happiness of the adult blind, many of whom are unable to work, and who have no occupation but reading. The cost, or rather the half-cost, of embossing Moon type is 75 cents per embossed page of 900 letters. The other half of the cost is borne by the Moon Society, of Brighton, England, which publishes the books.

Is it not possible for a number of women's clubs, the International Sunshine Society, and other organizations, to furnish annually a stated sum, to provide for new volumes in Moon type, which is most used by the adult blind?

This paper closes with the hope that the American Library Association Conference in 1907 may report a large increase in the number of home teaching societies, employing blind or partially blind teachers.

LIBRARIES IN RELATION TO SETTLEMENT WORK

By CORA STEWART, *Custodian of Station P, Boston Public Library*

IT is not possible for me to present a definite program of library and settlement work, for the program varies with conditions which change every day. The nature of a settlement neighborhood is such that the work of its library is necessarily scrappy, and can only be truthfully expressed in a scrappy fashion. I have attempted to offer merely some suggestions which have come to me through a somewhat varied experience of fourteen years in settlement regions.

The library where the observations have been made upon which this paper is based is one of the smaller branches or larger reading rooms of the Boston Public Library. It has a permanent collection of 2500 books, half juvenile, and a deposit of 400 constantly

changing books from the central library. Its maximum circulation is 30,000 volumes a year. It is housed in an irregular shaped store occupying the street floor corner of a large apartment house, into which one old gentleman moved because of the library. He said he had never had enough books. The station is a mile from the central library, in a thickly populated tenement house section, on the edge of the business district. It serves specially three grammar schools. The nearest neighbors are two rival ladies' tailors, a paper and cigar store of a Russian socialist, and at the corner, directly opposite the police call-box, the boot-blackening establishment of the most popular man on the street. Neapolitan to the core, the passing show on Washing-

ton street and the excitement attending arrests, reconciles him to Boston. I found him once on a stifling summer day out on the pavement, chair tipped up against the wall, reading a library book, "For English," he said, "a fine book!" He held it up for me to see as I went by, and it was Vasari's "Lives of the painters."

Two powerful and characteristic influences of the district are the theatres and the credit clothing houses. Aside from these it is a neighborhood of pawnshops, saloons and settlements. Into the pawnshops go the classics. The entire family take turns in tending shop, and some of the sons are in Harvard, some in Technology, and many are in the Latin school. Into the library from the saloons come deputations of gentlemen with statistical and literary disputes to be settled by a book or by the librarian. Often there is money up on the result. To explain to unsteady but quite courteous men the difficulties in the way of deciding absolutely whether Great Britain and her colonies or China has the largest population is not so easy as to find the author of a rather broad poetical selection, admirably recited for you by the leader. The meaning of the Latin inscription on the seal of the city of Cork is sometimes an embarrassing subject.

For the settlement and the settlement activities the station does something, and might do more. The first settlement in the United States was opened nearly a score of years ago. The same year the Children's Aid Society started in Boston the first home libraries. So much enthusiasm was aroused about the home library idea that, when a few years later the first settlement was opened in Boston, it barely escaped being turned into a home library. That enthusiasm is still felt in every children's room of every library in the country.

It was natural that the first effort of settlement workers should be with the medium with which they were most familiar — books. The early settlements started with donated libraries, calculated to interest small children and their older brothers and sisters; and the library day, when children changed their books and spent the afternoon variously entertained by games, story telling and music,

was a feature of the settlement weekly program.

It was thought that this was the best introduction to the children, and through them to the families, and it served the purpose. Groups of library children were formed into clubs and classes, and, as special interests grew up, the library days became of less importance. Here and there the settlement had the advantage of a resident who was a natural librarian, who knew her books, knew her children, superintended their reading, "put the right book into the hands of the right child at the right time," and did most of the acts done in the foremost children's libraries to-day. This was two years before the first children's room in any library in the country was started.

But the library day developed objectionable features. As the small boy, posted outside to note when the "Open" card went up, expressed it, it was "Come on to the game house," and it drained the strength of the ordinary ever-changing settlement households to get satisfactory results from the uproarious material.

One Boston settlement finally combined with a neighboring club and opened a reading room on a nearby street. To this the public library sent a deposit of books. A year later, through the influence of a librarian resident in the settlement, the public library was induced to place a delivery station in the district, the settlement presenting to it their children's library. This practically was the turning over to the city library of the *general* book work for the children of the vicinity.

Something similar to this happened in all the large cities as the library branch system developed, and the settlements desired to have special sociological, class or club book collections, rather than general juvenile libraries. There are some exceptions. Hale House, for instance, retains its library, strong in the history of Boston, and with a good collection of children's stories. It is open constantly to Hale House club members, serves as an informal meeting place, and aims to prepare for the public library by personally introducing the smaller children into the realms of good reading. It is a fact that the public library holds the members of the

Hale House clubs as it does not those of other settlements. It is a question, however, if this is not due to difference in race. Hale House works with the Jewish race. A settlement living among some of the other races cannot hope to do the book work possible in a community of Jews. In one case the effort is one of intelligent stimulation, in the other, one of passing out books on demand.

In the ten years since the station has been established the little that has been done toward an ideal mutual helpfulness between the branch and the settlements has grown out of the needs of new club workers to know more of what children were capable. The librarian, through the work with the schools and the home lessons studied in the library, gains an insight into those subjects which interest individuals and groups of children (subjects which can perhaps be only superficially treated in the limited school time), and by a careful watch on new books and methods, tries to be prepared to answer specifically the various club leaders, who seek advice about their program for the year.

The typical question often brought is, "What can be done with my club of girls from 14 to 16 years old, graduates of grammar schools, working in shops and factories, the most difficult age, and, so far as I can see, interested in nothing?" On discussion it develops that they are interested in three things—the theatre, clothes, and the other sex—and that it is perfectly possible to present all three subjects in attractive form. For instance, there is that closed book to a grammar school graduate, the "Idylls of the king," with its dramatic possibilities. Of Irish, Russian, Greek, Syrian, Jewish, Italian descent, all the diverse elements in the neighborhood, except the Chinese, meet on the subject of the stage. And for a club worker to have scruples about presenting the story of Guinevere, or for the librarian to hesitate to recommend to young girls the reading of the "Scarlet letter," "Adam Bede," the "History of David Grieve," is to leave the girls to the moral and literary standard set by the cheap newspapers and the facts of a "tenderloin" district, known to every child in it.

It has been found worth while to start lists for club workers on certain suggestive sub-

jects, the lists to include books the children themselves can use, short stories and articles in periodicals useful to the leader, and books and articles giving manual training hints, together with lists of illustrative pictures and posters possible to be loaned.

"Where do you keep books about poor boys who get rich quick?" "Will you get me two works of affliction for my father? He likes the kind that ends well." (In this type of library there is seldom use for any but a subject catalog or a classified fiction list.)

There was a tiny old lady who demanded two stories, but not love stories.

"You know there are times when you don't want a love story," she said. "I have never been in love, and I have been married twice."

I suggested that there was time yet.

"No, there isn't; I'm seventy!" she replied.

"Then the only thing for you is another incarnation. They say being in love is an experience worth living for. You will have to come back to get it."

She grasped my arm. "Do you know, I dreamed I did last night. I was tall—and I always wanted to be tall—and I was young and in love; and I woke myself saying 'There, that was what I wanted when I was here before!'"

The settlements learned to know the families through the children. In a small library which the neighborhood feels belongs to them the same knowledge is gained. It serves them all, from the smallest girl in the kindergarten to the oldest son in the Common Council, and through the children, the fathers and mothers.

"Please can I have a dictionary and a commercial geography? My father, he has a fine business, but he has not the English."

It is not alone Vasari and the commercial geography which is used by the adults as text-books to learn English; Tolstoi's novels are popular as readers, and attempts to use Shakespeare's plays are not uncommon. One little foreigner told the librarian of the central children's reading room how she was teaching her mother to read. Too much kitchen work left the mother no time to go to the library, and, indeed, too little time to read a book, but she wanted to learn English. So the child wrote the lessons in chalk on the kitchen door in the morning, heard the lesson recited

by the mother in the evening, and then rubbed it out and prepared for the next day's work.

There is endless work at the station with individuals, done by simply offering our commodity in response to a demand. An exceedingly bright girl graduated from the grammar school, went to work as soon as she reached the age of fourteen years, but was determined to continue studying. After some consideration she decided to go to the evening drawing school. In November we noticed that she was taking out French history. In December she came to me and said, "I want to study something besides drawing. I've tried the French history, but I can't get interested. I suppose I don't know enough. You know what I've studied—isn't there any way I can take up French history by myself and not have it dry?"

As a result she took a course of reading, beginning with the French royal chateaux and the people who built and lived in them. She read the Champney books, "Old Touraine," books on Anne of Brittany, Joan of Arc, Agnes Sorel, Bayard. Because the Italians of the same period are almost inseparable and yet form points of comparison and contrast, she read Armstrong's "Lorenzo de Medici," Rea's "Tuscan and Venetian art," Hewlett's "Little novels of Italy," a sketch of Vittoria Colonna, and Cartwright's "Beatrice d'Este." We aimed for books which would bring out enthusiasm—brief biographies, novels—sometimes those throwing side-lights, like "When knighthood was in flower." In the spring she was ready for Dumas, and she read his novels of the Renaissance period. Though protesting that she was wading through massacres and intrigues, she was quite prepared to see that the same France of the massacres and intrigues produced Joan of Arc and Bayard. This child has moved into a factory town where she knows no one but her sister's family. If introductions are ever of use, why should we not take a leaf out of settlement practice and see that the librarian of that town knows of her need of guidance and is specially prepared to help?

The settlements having university extension classes are often able to offer special teaching for special cases coming to their notice through the library. But a settlement is a col-

lection of busy people who may or may not be interested in district library work. It depends upon the composition of the household at any one time. All settlements are prone to fall occasionally into the condition of that Martha of the New Testament who was "Cumbered about much serving" and "troubled about many things." And at such times, no matter what are their principles, it is wise not to depend on them for co-operation. As long as the library is the permanent factor in a settlement district (where the demands for information are apparently never satisfied) it is the library that must serve as the educational directory for the community. It must know what the evening schools, clubs, settlements, societies, are prepared to offer or can be induced to offer.

Conditions differ in every library neighborhood, and there are many types of libraries. There is a little village in Maine where the only elements, which by any stretch of the imagination might be called settlement or social agencies, are three mortgaged churches and a non-resident school mistress. The librarian of the library there needs settlement training, for settlement work she must do and do it alone. The best example in Boston of a library bound up with a settlement is the North Bennet Street Industrial School library. Here a settlement has slowly evolved out of a day nursery in response to neighborhood needs, and the relation of the library to the other work is of the closest.

A most interesting example of similar conditions is the Loring Library of the cordage factory at North Plymouth, Mass. Here the library does purely library work, but has all the settlement agencies co-ordinate and co-operating with it in the same isolated community. In all cases the library is there to quicken intellectual life, whether it itself does the settlement work of story-telling, game-playing, conducting home libraries, organizing clubs and classes, providing social and lecture headquarters, or, these being provided by other agencies, its work is concerned mainly with providing on request lists, books and pictures for these agencies. In any case, the library and the librarian, like the settlement, should be an integral part of the life of the district.

SOME METHODS OF LIBRARY ADVERTISING

BY PURD B. WRIGHT, *Librarian St. Joseph (Mo.) Free Public Library*

IN the matter of advertising the smaller library, giving it publicity among the masses, the most important considerations are cost and results. Even in the smallest library, where the librarian may be an actual Poo-Bah, more or less time should be found for some kind of advertising. This is an essential part of the duty of the librarian. The library belongs to the people; and those in charge of it should proceed on the assumption that with ownership goes the right to be informed as to what it has, what it is doing, even what it would like to do; that its use is theirs by right, not by consent of those in charge.

The essence of library advertising is to convey to the people this message, using the words of a western librarian in a recent letter to the citizens of his city: "The library is yours. Get acquainted with it. Get better acquainted with it. Its use and value will increase in direct proportion to your familiarity with what it already offers."

As to methods used in pressing this message home, an attempt will be made to summarize some of those which have seemed to be most successful.

More people of the reading class may be reached in a shorter time and at less expense through the medium of the newspaper than any other. The average editor is broad minded and liberal when he is convinced the people are interested. A mere list of books received will now and then be used, but news in this shape is not as interesting as it might be and should be presented as seldom as possible. Short lists, with a few illuminating lines about each title, will always be used. Notes about literary work, a few titles on topics in which there is a passing interest, will be gladly used by most newspapers. Reports of all meetings of the library board; items from the current reports, and by all means all of the annual report (except the tables of statistics, which should be summarized); donations, with the names of donors; work featured on the special tables or bulletin boards; school and club work;

new periodicals for the reading room; changes in the regulations of the library; explanation of the two-book system, or any special privileges granted, and hosts of minor things that serve as a solid pretext for a library item. With most editors arrangements may be made to use a certain amount of library news at stated periods, even on a given day each week. But live news should not be saved for these occasions; it should be "served hot," while interest is at its height. For the library department the copy should be provided by the librarian. No such department should appear in any paper without some general library news—what is going on in other libraries; what the state commission or association is doing; a word now and then as to the American Library Association; contemplated changes in or the workings of the copyright law; news or descriptions now and then of the great libraries of the world.

Owners should be educated in the things of vital interest to their property as well as those employed to run it. A bit of good work done by the library in another town may prove to be the lever to provide the means for doing the same thing or something better in our town. Books news and literary chat will occasionally be used and prove helpful to the library. Furnish the copy a day or two before it is to be printed. It will be sure to get into type, and more certain to be printed than if held to the last minute, when it may have to give way to a political or other sensation. Such columns may gradually be made to cover a constantly widening field, dropping as a distinctive feature the local happenings of lesser import, which will have been picked up by the city page as a matter worth while and in which many readers are interested. When this has been accomplished it will be found that the public, your public, knows about and is interested in library work in general—what it all means, what is sought to be done—not the petty details, but the things which count. The larger the city and the more general the

circulation of the newspaper the sooner is this likely to occur. The library department in the *Boston Transcript* is a present day model of what may be accomplished, not to mention others; it talks of vital things in the library world. The ultimate aim is to make the library a force in the community; something to be recognized and reckoned with. This may be brought about sooner by the aid of the intelligent editor.

The library bulletin is effective, though expensive. Quarterly issues are good, monthly better. The bulletin should be the means of communication through which the library says many things to the public which may be placed before it in no other way. In addition to the list of accessions, with annotations, if possible—a line or two clipped from the reviews—announcements and various items of interest may be included, as well as special lists on timely or interesting subjects. The bulletin should not only be free to those who come for it, but it should be placed where it will be seen by as many people as possible. The primary object of the bulletin is to keep patrons informed as to books received, etc., but the library is failing in an important particular if it does not also use the bulletins as a means of increasing its patronage. The regular mailing list should include all organizations, employers' associations, Young Men's Christian Association, Young Women's Christian Association, clubs, societies, schools, colleges, lodges, recreation and lunch rooms in factories, machine shops and large mercantile houses and similar places. There should be special mailing lists, for instance, of ministers of the gospel, students interested in special subjects, mechanics in the different trades, contractors, architects, teachers, and so on. It may not be advisable, on account of the cost, or for other reasons, to send all on these lists a copy of each bulletin, but numbers containing special lists, notes, important new titles, should surely reach the class of people supposed to be interested in the subject covered.

Special lists, to supplement the newspaper or bulletin, have been found to be very helpful. For results worth while, these must be placed in the hands of those whom it is desired to bring to the library. For the reason that no one person may know the minds, the likes and dislikes, the ambitions

of all other persons, I cannot resist making a plea for a wide distribution of all special lists. Surely the library may in this respect follow the methods of the successful business man to a certain extent. It has nothing to lose, everything to gain. Placed in books taken from the children's room, short lists of good books on any subject will find their way into the homes and bring adults to the library who had thought of that institution only in conjunction with school work. Placed in novels which are popular with certain classes, they likewise are taken home and find a place for a time, at least, on the tables, where they are likely to attract the attention of other members of the family. The typewriter and duplicating processes have made these lists possible in every library.

Successful and lasting results are obtained from the right sort of advertising with children. Library leagues, children's clubs, travelling school libraries, neighborhood libraries, playground libraries, supplementary reading in the schools, get the children and the books together. If the books are right, the children will become interested and sooner or later find their way to the library and the library card. If received in the correct spirit, if the attendant knows something of child nature and has somewhat more than a passing knowledge of children's books, everything else may be taken for granted.

Picture bulletins are a source of delight to children; exhibits of drawing or color work from the different schools bring the pupils from all the schools to see what other children are doing. Very often it results in visits from fathers and mothers. Picture bulletin boards, days of special import emphasized on the calendar, nature exhibits, anything which appeals to the juvenile mind, assistance given to the teacher—these are all good advertising. School work may be aided through the term. The library should be ready to do its work during vacation. Be prepared to help the children with outdoor games, nature studies, and like features, emphasizing them by means of the bulletin board and pictures, with the most attractive books shelved underneath before the school closes, and they will not be forgotten after the freedom of the first few days of vacation. In helping the children with the things in which they are interested, the library

worker will find how easy it is to interest them with various things it is desirable they should know.

Good novels are worth reading. Advertise them. They bring people to the library. It is better that the novel reader should get a good book from the library than that they should get poor ones some other place. They get the novel for entertainment, and presently they may want something else in the book line, and they will know where to get it. But they are entitled to the novel as mere entertainment or amusement if they want it. It may be the link which binds them to the library and gives that institution the opportunity it might not otherwise have to interest them in some other department of reading.

Not enough advertising is given the reading room. Too few people know about its benefits, its delights and comforts. Newark informs many people about interesting articles in various magazines through typewritten lists duplicated by the mimeograph process. To teachers it sends an educational bulletin, with a few words bringing out the salient features of articles on education and teaching; to business men, mechanics and other classes it indicates articles which it is presumed will appeal to them. The smaller library, with its limited means and few workers, cannot do much of this kind of work; but it can let the people know the various newspapers and periodicals which may be seen regularly in the reading room. A little slip containing titles of periodicals relating to electricity or mechanical trades, or advertising, or teaching, distributed in the proper place, will bring people to use them. There is little difficulty in reaching skilled mechanics, because they will come if they but know the reading room contains good trade periodicals. Coming there, they will soon learn whether the books on our shelves in their callings are worth while or not.

As a usual thing, the average business man is wrapped up in his business affairs. He reads his newspapers, a few magazines, and buys books which appeal to him. The value of the library may be brought to him in various ways. He should be made to understand that it will try to furnish any sort of information he may require; that it will answer questions over the telephone; that it will try

to aid his business by books and periodicals on advertising, business methods, book-keeping, typewriting, punctuation, business letters, correspondence, or technical matters relating to his special line. If he is told these things in a short, crisp way, some time he will remember it. Little desk reminders, a small calendar, with a photo of the library building, and a line or two as a suggestion that information may be asked for over the telephone, has been known to make library friends and to lead to a business use of the library. But it doesn't do to be cocksure of answering every question that comes to one or of claiming to be able to do so. Smoking rooms, lunch rooms, also attract men in some places; billiards have been tried in others, and still others have chess, checkers and other games. These, however, are only for abnormal conditions. Traveling libraries for shop or factory use, men's clubs, labor unions and similar places all tend to bring increased attendance from men at the library.

It should be unnecessary to say that the library is especially strong in both its reading room and books on the shelves on any industry which is strikingly prominent in its home. If it be an iron town, then metallurgy and iron working should be carefully covered. So with any other industry. Every effort should be made to make the people at the head of business concerns understand that the library is willing to aid to the extent of its ability, and thus secure their assistance in getting employes to know about and make a right use of the library.

In this connection, the work of the Grand Rapids (Mich.) Public Library is worthy of study and emulation. Grand Rapids, as all know, is a furniture-making city, and the library is proving its value to factory employers and employes alike by its special collection of books and periodicals on furniture and wood-working, and its method of furnishing catalog cards of these to persons interested, at a nominal expense.

It is well to bear in mind that advertising, no matter how valuable in other respects, will not of itself make a library. For when all has been said and done, intelligent, cheerful and courteous aid rendered to those who come to the library ranks above and beyond everything.

REPORT ON LIBRARY WORK WITH CHILDREN*

BY ARABELLE H. JACKSON, *First Assistant, Children's Department, Carnegie Library, Pittsburgh, Pa.*

SINCE the program for this meeting of the American Library Association has been made to center mainly on the work of the larger city public library—its relation to the city as a tax-supported institution; its adaptation to the needs of distinct classes among the population—it is very fitting that among those distinct classes the needs of the children should be considered.

To ascertain what is being done for children in the public libraries of the 100 largest cities of the United States having public libraries, questions were sent to those libraries late in April, 1906.

The questions covered:

Population.

Yearly appropriation for work with children.

Organization of children's department considered as a system of library education for all the children of the community and as distinguished from the administration of a single children's room, including not only supervision of a system of children's rooms, but also work with schools, homes, co-operation with settlements and other allied agencies for social betterment. These questions also covered the following points of administration in both children's departments and children's rooms: number of books in juvenile collection, selection of books, periodicals, number of books loaned, age limit, guarantor, assistants in children's room, charging, discharging, care of books, discipline, fines, advertising books through bulletins, story hour, etc.

As a result of the 100 sets of questions sent out, 82 libraries were heard from, six returned the questions unanswered, some of them, as in the case of San Francisco, because it was impossible to answer the questions. 76 sent more or less full reports. Grateful apprecia-

tion and thanks are due those libraries that recognized the importance of the undertaking, and made the report possible by sending in such full answers. Not all the questions asked are reported on at this convention, but those of general vital interest in children's work have been made the basis of the report.

It was intended to make an exhibit at this convention of material illustrating library work with children from photographs, book lists, bulletins, etc., which were requested from the libraries to which questions were sent. While some libraries sent such material, there was not enough received for an exhibit. That which was received will be used to good advantage by the Training School for Children's Librarians, Pittsburgh, Pa., with the consent of the libraries that sent the material.

CHILDREN'S DEPARTMENT

60 libraries report that they have a separate children's department. The majority of these, however, have each but a single children's room with the juvenile work confined to the one room.

Some of the answers to the question "What is the scope of the departmental work?" may be interesting and helpful in distinguishing between an organized children's department and a single children's room.

Scope of Large Departments

Brooklyn Public Library says: "The superintendent of the children's department has charge under the chief librarian of the buying of books for the children's rooms, of the planning, furnishing, decorating of the rooms. She trains the assistants in the work, holds meetings with them and with the branch librarians in order to discuss and decide upon questions of discipline, methods of pushing the best books, school work, story-telling, etc. It is difficult to define the 'scope'—anything of interest to young people in the library may come into this department."

*Based on questions sent to the public libraries of the 100 largest cities of the U. S. having public libraries, in April, 1906.

Cleveland, O., Public Library: "Comprises the selection of books according to definite standards of value, and the arrangement for their distribution so that they may reach the children only through persons who can judge the child's individual needs. The agencies for distribution are the libraries through experienced children's librarians; the schools through teachers in the use of class room libraries and deposit stations; the home through carefully selected visitors and home libraries. The object is to so correlate the agencies that books may be within reach of all children. All methods, equipment of children's rooms, etc., belong to the work of the department."

Philadelphia Free Library: "The department is in charge of a superintendent who selects and trains the assistants in charge of the children's rooms in the branch libraries; selects all books purchased; devises methods of work and co-operation in each library; directs the story hour and bulletin work and aims to promote an interest in children's reading in other educational institutions in the city."

Pittsburgh, Pa. Carnegie Library reports the "aim of the Children's department is the giving out of good books to all the children of the city as far as the funds will permit, especially to the children of the industrial and foreign classes, through the following agencies: children's rooms; schools; home libraries and reading clubs; deposit stations, and educational institutions such as settlements, etc. This department has charge of the selection of juvenile books; the organization of juvenile distributing agencies for the city; the selection of children's librarians; the planning and equipment of children's rooms; the introduction of methods for library work with children; and the compilation of printed material for the use of children, teachers, and children's librarians; it also has the direction of the Training School for Children's Librarians. The work of the department is under the direction of a chief of department who is responsible to the head librarian."

Scope of Single Children's Rooms

Brooklyn, N. Y. Pratt Institute Free Library: "The children's department has a separate room to which all boys and girls under the age of 14, who join the library, come for their books. The room has a collection of about 3000 books on open shelves and has a registration of 2867 members since September, 1904, when the last re-registration was begun. The room is provided with low tables and chairs and there is a collection of picture books. These may be used in the room by any children, whether they are members of the

library or not. The work is in charge of a special assistant."

Allegheny, Pa. Carnegie Library: "This department is conducted as a separate and distinct library. Children between the ages of 6 and 15 years may avail themselves of its privileges."

Some of the special features belonging to the children's departments mentioned in the answers to this question by various libraries are: protection to adults and the direction and guidance of children; visiting of mothers' clubs in the city and working to establish closer relations between the home and the children's department; the critical selection of juvenile books; circulation of a picture collection; giving of lectures with lantern slides, travel talks, etc.; the use of stereoscopes mounted on a table with pictures constantly on exhibition. One library gives as its aim that no child shall be allowed to leave the children's room without having been given books helpful on the subject of which he is in quest.

AMOUNT OF YEARLY APPROPRIATION DEVOTED TO CHILDREN

34 libraries answered the question, "What proportion of the library fund is spent on children?"

9 referred only to the book fund in their answer, the percentages given varying from 3% to 33 1-3%.

7 reported 20% or over of the book fund devoted to children.

23 reported on general appropriation, including salaries and book fund.

These percentages varied from 4½% to 50%.

Of these, 9 reported 20% or over; 11 reported 10% or less of the total library fund spent on children.

JUVENILE BOOKS IN LIBRARY

60 libraries gave the number of juvenile circulating books separate from the adult circulating collection. Of those so reporting 20 libraries report that 10% or less of their circulating books belong to the juvenile collection, two of these reporting 3%, one 4% and two 5%.

32 libraries report their juvenile collection

as ranging from 10½ to 20% of the total circulating collection.

8 report 20% or over, three of which give their percentages as 30% or over. (These include, of course, all juvenile books used in school work.) The highest proportion of juvenile circulating books is 30%.

SELECTION OF JUVENILE BOOKS

In answer to the question, "Are all juvenile books read before purchase, or ordered through reviews?" the Public Library of Seattle, Washington, replies: For book purchase, "All known methods of criticism and censorship are used, including reviews, reading usually, and censorship of other most respected libraries. As a last resort I think every book is prayed over."

Newark (N. J.) Free Public Library reports, "All are read by the head of the children's department and some by a committee of teachers."

Pittsburgh, Pa., Carnegie Library reports, "Juvenile books are read and selected by the chief of the children's department, with the exception of books on useful arts, natural science, history and travel. These last are referred to specialists in their lines."

37 libraries order their juvenile books from reviews, 13 read part of the books ordered and purchase from approved lists, 9 read special classes of books only, such as novels, doubtful books or books by unknown authors, and 13 read all books before purchase.

PERIODICALS

The librarian who answered the question, "What periodicals and magazines do you take for your children?" thus: "*St. Nicholas*, *Youth's Companion* and *Amateur Work*. What other good one is there?" will be surprised to know that 64 other periodicals are taken for children by the 72 libraries that reported on this question.

As to how many of these are "good" or suitable for children he shall be left to decide after reading the list.

The number of periodicals taken in any one library varies from one to 21.

The following magazines are taken in 34 or more libraries: *American Boy* (34),

Birds and Nature (40), *Little Folks* (36), *St. Nicholas* (72), *Youth's Companion* (70).

The other periodicals mentioned in the reports are:

Amateur Work (10)
American Ornithology
Animal's Defender
Babyland
Bird-Lore (5)
Boys and Girls (8)
Boy's Own Paper
Child Garden
Children's Magazine (3)
Children's Museum News (3)
Children of the U. S.
Christian Endeavor World
Collier's Weekly (7)
Country Life in America
Current Events
Forward
Girls' Own Paper
Golden Age
Golden Days (2)
Harper's Weekly (16)
Holiday Magazine (3)
Jabberwock (4)
Judge (3)
Kindergarten Review
Leslie's Weekly (9)
Life (3)
Little Chronicle (20)
Manual Training Magazine (2)
Masters in Art (3)
Men of To-morrow
Outing (6)
Our Animal Friends (4)
Our Boys
Our Dumb Animals (12)
Our four-Footed Friends
Our Young Folks
Outlook
Pathfinder
Perry Magazine (6)
Pets and animals
Philatelic West
Pluck
Popular Mechanics (8)
Puck (4)
Recreation
Review of Reviews (2)
Saturday Evening Post
Scientific American (8)
Scientific American supplement (3)
Searchlight (9)
Star
Success (5)
Sunday-School Times
Sunshine Bulletin
Well Spring (2)
World's Work
Young Americans (2)

Young Citizen
Young Folks
Young Idea (4)
Young People's Weekly (2)
Youth (10)

NUMBER OF BOOKS LOANED TO CHILDREN

- 75 libraries answered the question, "How many books may a child draw at once?"
 49 libraries loan two books to a child at a time, 23 of which allow only one book of fiction. 25 make no special requirement as to the book, and one library loans a magazine in addition to one book of fiction and one of non-fiction.
 18 libraries loan only one book at a time to a child, while 8 libraries loan one book as a rule, but make exception in cases where books are needed for study or are requested by a teacher for the child.

AGE LIMIT

- 75 libraries reported on the question of age limit.
 36 have no age limit for using reading room nor for drawing books.
 23 require ability to read or write or both.
 3 of these make reading alone the test.
 12 make ability to sign his own name the only test.
 8 require some knowledge of both reading and writing.
 16 make a definite age limit.
 2 of these do not loan books to children who are below the third grade in school.
 4 make 10 years the age limit for drawing books.
 7 make 12 years the limit for drawing books.
 1 limits use of reading room and privilege of drawing books in the juvenile department to those between the ages of 6 and 15.
 1 library makes 9 to 18 years the age limit, but the rule is flexible enough to extend the privilege of drawing books to any child who can read.
 1 limits use of children's room to those between 7 and 14 years of age.

GUARANTOR

Of the 75 libraries that answered the question, "Do you demand a guarantor or a parent's signature on the juvenile application blank?" 71 require either a parent's or teacher's signature or a guarantor for the child. The other 4 request a guarantor or parent's signature, but do not always require it.

ASSISTANTS IN CHILDREN'S ROOMS

62 libraries answered the questions, "How many assistants have you to one children's room?" "Do these assistants divide their time between the children's room and other departments of the library?"

- 44 libraries have one or more assistants who give their whole time to children's work.
 18 libraries, including those of some of the large cities with well-organized children's departments, require the children's librarians to do some desk work or work in other departments of the library.
 27 libraries require their children's librarians to do routine work such as pasting, mending, or cataloging.
 8 libraries require cataloging of children's books only.
 25 libraries report that no pasting, mending, nor cataloging is done by the children's librarian except in emergency.
 38 libraries have assistants in the children's room who have had no special training for their work with children.
 5 librarians report that their assistants in the children's room have received their training in apprentice classes.
 3 libraries have assistants who have taken courses in summer library schools.
 17 libraries have one or more children's librarians who have received their training in a library school; 29 of these assistants have been trained in the Training School for Children's Librarians, Pittsburgh, Pa.

CHARGING AND DISCHARGING

Of the 67 libraries that answered the question, "Do you charge and discharge books in the children's room?" 50 libraries answered in the affirmative. 4 libraries in large cities where there are many branches report that they charge and discharge books in the children's room in the main building and in the branches where the children's room is quite separate from the adult department, but in the other branches the charging and discharging is done at the main desk. 7 libraries charge books in children's room, but discharge them at the main desk; while in 6 libraries both charging and discharging are done at the main desk.

CARE OF BOOKS

Some of the answers to the question, "What methods do you use to teach children to keep books in good condition?" are as follows:

Waterbury Ct. Silas Bronson Library: "Teach care of books by label pasted in books as follows:

Keep this book clean.

Do not turn down the leaves.

Do not write in it.

If injured a fine will be required."

Also rule to same effect on card, and personal effort."

Binghamton, N. Y. Public Library: "Individual suggestion, precept and practice, careful explanation of the making of a book in the story hour and wherever the children are met for special work. There are no 'don't' signs in the library."

Akron, O. Public Library: "Personal supervision. Have used a slip pasted in the book calling attention to the fact that it is new and should be kept clean."

Brooklyn, N. Y. Pratt Institute Free Library: "The pledge in our register reads, 'I promise to take good care of the books I read here and of those I take home.' We emphasize this when the children join the library, and insist upon clean hands as a preliminary always to taking books. We also try to note the condition of books when they are returned and to fix responsibility for damage at once, if possible."

Cincinnati, O., Public Library: "The use of the washstand is frequently suggested. Book marks are distributed, and wrapping paper and cord are furnished. Admission to the

travel talks and lectures is secured through the league card."

Dayton, O., Public Library and Museum: "We see that books are in good repair when issued and watch condition when returned, for damage and soil, fining promptly for same. Book covers are shellacked and result has been to induce better care for both inside and outside of books."

Detroit, Mich., Public Library: "Impose fines for carelessness. Direct to washstand in corner—in fact, 'reprove, rebuke, exhort,' appeal to pride, set forth the ethics of good citizenship in the matter and still have grimy finger-marked books."

Grand Rapids, Mich., Public Library: "Grand Rapids is relatively a clean city. When children come with dirty hands we ask them to wash, for which we have provision at the library. By precept and example we endeavor to teach children to respect books simply as books."

Hartford, Ct., Public Library: "Eternal vigilance and a Goop verse."

Norfolk, Va., Public Library: "Fining for actual damage and scolding."

Somerville, Mass., Public Library: "Teach care of books by smiling on the children."

Providence, R. I., Public Library: "Book marks. This, as in every other phase of library work with children, seems in our experience to require personal work, talking and talking and patience. We lose a valuable connection in having our return of books elsewhere, as we miss seeing just what condition a book is in which is returned by a child to whom we are about to issue a second book."

In *Salt Lake City* the teachers in the public schools give talks to the pupils at least once a year on care of library books.

Milwaukee, Wis., Public Library posts an honor roll, on which the names of children returning books in good condition a certain number of times are entered, and marks careful borrowers' cards with a big C honor mark.

Duluth, Minn., Public Library invites the children at certain times to assist in repairing books, and gives lectures on bookmaking and care of books.

DISCIPLINE

In discussing the question of discipline, 43 libraries report little or no trouble with lawlessness or neighborhood gangs. Some of the reasons given for this happy state are the following:

Camden, N. J., Free Public Library: "No trouble with neighborhood gangs because of the boys' and girls' Reading Fraternities conducted by the librarian with the aid of boy and girl officers."

Brooklyn, N. Y. Pratt Institute Free Library: "Orderly behavior in the library is a pretty well established tradition which the children who are old members pass on to the new ones. . . . One must distinguish, too, between wilful lawlessness and animal spirits. We have a playground outside which usually solves the latter problem."

Philadelphia Free Library: "In most sections of the city it is found that the authority of the librarian-in-charge and the janitor, who is a special officer in uniform, is all that is needed to maintain perfect order in the children's room."

17 libraries report more or less difficulty in keeping order in the children's room. Among the methods of securing good behavior:

Cleveland, O., Public Library reports among other methods of discipline "Co-operation with the juvenile court; boys have been reported to court and reprimanded by the judge for disturbance outside of the building."

Pittsburgh, Pa. Carnegie Library: "Control of lawlessness depends largely upon the branch librarian and her children's librarian. Each children's librarian has been trained for work with children and has been given instruction in the best recognized methods. As a rule the gang is controlled through the leader, and individual offenders are temporarily deprived of use of card or reading-room. Other methods are used as occasion demands. The location of the library has much to do with the question of discipline. This problem cannot be the same in a library situated in a residential section and in one in a down town or a tenement district."

FINES

70 libraries charge the same fine for overdue books for adult and juvenile readers.

50 libraries charge 2 cents a day fine.

6 libraries charge 1 cent a day.

14 libraries charge from 2 cents a day with an increased fine after the second or third day, to 5 cents a day.

5 libraries charge 2 cents a day to adults, but only 1 cent a day to juvenile readers.

19 libraries never remit fines, but three of these allow children to work them out.

11 libraries very rarely, on special occasions or for special reasons do remit fines.

The policy of 45 libraries is to remit fines as it seems advisable, and allow children to work them out when possible.

62 libraries allow children to pay fines and damages by instalment if the circumstances warrant it.

9 never allow fines or damages to be paid by instalment.

Oakland, Cal., Free Public Library reports, "Often allow children to bring another book in place of one damaged or lost."

40 libraries in special cases allow children to draw books before the entire fine is paid, while in.

31 libraries the card privilege ceases when the fine accrues.

Wilkes-Barré, Pa., Osterhout Library reports that about 5% of their juvenile cards are held up by unpaid fines; Saginaw, Mich., Public Library reports 10%; Pittsburgh, Pa., Carnegie Library reports 14%; Brooklyn, N. Y., Pratt Institute Free Library reports 15%; Paterson, N. J., Free Public Library and Allegheny, Pa., Carnegie Free Public Library 16%; Waterbury, Conn., Silas Bronson Library 20%; Newark, N. J., Free Public Library 24%. New York Public Library estimates the number of juvenile cards held up by unpaid fines at 15,000; but as the total number of juvenile readers is not given, it is impossible to determine whether the percentage is higher or lower than that of other libraries.

The question of fines is one that is causing a great deal of thought in many libraries. Utica, N. Y., Public Library says, "By actual count a year ago we found that nearly 1-3 of the cards in the drawers bore fines. It was then that the fine was changed to 1 cent by an action of the trustee, and it is probable that a time alternative will be allowed this year."

Allegheny, Pa., Carnegie Free Library reports, "I have found the fine system a great detriment to the work. Out of 2500 cards issued during the past year 400 cards have

been left with fines unpaid, and thus 400 children have been practically driven from the library through their inability to meet the charges."

In Pittsburgh, Pa., Carnegie Library the question has become of so great importance that it is under special consideration with the object of devising some system to replace the one now in force. It is thought that since in 8 years 14% of the children's cards have been held up by unpaid fines, it is likely that some alteration can be made in the system to advantage.

Cleveland, O., Public Library charges 2 cents a day for fines; allows children to work out fines or to pay fines by instalments; allows one book to be drawn before fine is paid. If the child paying by instalment does not continue to bring his penny each time, his card privilege is withdrawn.

ADVERTISING BOOKS

58 libraries use picture bulletins as a means of advertising children's books. The special objects held in mind in making picture bulletins are to lead children to read better books; to illustrate the story hour; to bring certain subjects before the children in an attractive form; to supplement the work of schools in special subjects; to emphasize current events and anniversaries; to instruct by pictures; to develop the artistic faculty, and to beautify the room.

Another method of advertising the children's books that one especially wants children to read is through the story hour; 39 libraries already hold story hours, 21 reporting that they do not. Some libraries are telling miscellaneous fairy tales, myths, animal stories, holiday stories, stories of valor and bravery, classic stories and legends, while other libraries are telling carefully planned series of stories such as the following: heroes of mythology, plant and animal life, children of different nations, famous men in history and their deeds, famous artists and their masterpieces, well-known stories and their authors, travellers from Marco Polo to Perry, Arthurian legends, Greek and Norse myths, stories from the Nibelungenlied, legends of Charlemagne, Robin Hood stories, and stories from Shakespeare.

There seem to be two separate and distinct objects held by libraries conducting story hours.

1. To entertain and instruct children, as is shown by the following answer:

Brooklyn, N. Y. Pratt Institute Free Library: "Its purpose (that of the story hour) is to give the children the enjoyment that comes from hearing stories, and incidentally to broaden their interests."

2. To lead children to books. Notice the following statements:

Brooklyn, N. Y., Public Library: "There is no formal organization of a story hour planned for the library system. About 10 of the children's librarians are telling stories. Their object, to lead the children to better taste in reading and to better ideals and principles."

Cincinnati, O., Public Library: "The purpose of the story hour is to present stories that may be found in books in such a way as to lead to an interest in the books."

Grand Rapids, Mich., Public Library: "To lead the children to read books that they would not otherwise read if left to themselves."

Washington, D. C., Public Library: "To introduce children to books and to cultivate a taste for the best in literature."

Portland, Ore., Library Association: "To direct the reading of children to special lines or classes."

Pittsburgh, Pa. Carnegie Library: "To direct to better reading, especially to the reading of the imaginative and romantic forms of literature, chiefly classics. This we consider to be the only legitimate use of the story hour in public library work."

Some of the other methods of advertising books mentioned by different libraries are school exhibits in the library, book-lists on special subjects, sometimes sent to schools. Wisconsin book-marks; newspaper notices; the posting in bulletin form of decorated book covers; travel talks and other lectures illustrated by stereopticon; vacation lists, a certificate being given to all who read 6 or more books on the list; new books displayed advantageously; reading circles; and boys' and girls' reading fraternities.

Cleveland, O., Public Library—"The Children's Leaf, published four or five times a year, which has one or more lists of books

a story (reprint) which is not otherwise accessible to children, and one or more good poems. The *Children's Leaf* is given away at the schools and from the children's room. Other methods are the use of book marks, bulletins, reading circles and the picture tiles decorating the mantelpieces of three of the branch children's rooms."

The last but most important method of advertising children's books is the personal work of the children's librarian and her effort to see that all children who come to the library for books have those suited to their needs, as the *Brooklyn, N. Y., Public Library* reports—"We rely principally on steady personal work with children in the room; we visit schools and interest teachers, and occasionally talk to parents at their meetings."

New York City Public Library—"In every class room within this library's jurisdiction (notices) are posted. In many schools the principal talks to the pupils about the branch nearest. At the same time having the teachers give the children application blanks. Personal visits of teachers with their pupils are very strongly urged."

WORK WITH SCHOOLS

- 37 libraries have a separate collection of books for use in schools. Two others supply schools from the travelling library department
- 27 libraries make work with schools a part of the work of the children's department.
- 48 libraries send books to public schools.
- 24 to private schools.
- 17 to parochial schools.
- 14 to Sunday schools, and
- 22 to other educational institutions.

Of the 36 libraries which supply schools from a separate collection of books all but two have a general collection, which, however, represents only the better books for children. The *Brooklyn Public Library* says, in this connection, "We think that in loaning small sets we ought to keep a higher standard than in a room with hundreds of books."

Of the 46 libraries reporting on the question, "In what way do you teach the use of

catalogs, indexes and reference books to the pupils of the ward schools?" 24 do the work only in individual cases as the children come to the library, 20 give systematic instruction to classes either in the library or in the schools, while in three cases instruction is given in the normal or high school of the city by the school librarian.

For fuller information in regard to work with schools see *Library Journal* and *Public Libraries*, especially a report prepared by Miss Doren for the St. Louis conference.

HOME LIBRARIES

- 10 libraries report that they conduct one or more home libraries. In Providence, R. I., the public library co-operates with the associated charities. The library has the care of these home libraries, helps in purchasing new books, and loans books from the general collection.

In the following libraries home library work is in charge of the children's department:

Utica, N. Y.....	2	home libraries.
Grand Rapids, Mich.	5	" "
Detroit, Mich.....	6	" "
Youngstown, O.....	6	" "
Cincinnati, O.....	18	" "
Cleveland, O.....	20	" "
Pittsburgh, Pa.....	32	" "

- 8 libraries conduct reading clubs for boys and girls outside the library building.
- 5 libraries purchase books for home library work from the regular library fund.
- 2 use books purchased from the regular fund and some donated; while 3 depend entirely upon gifts in the form of memorial libraries or otherwise.

This is not in any sense a report on the subject of home library work. This work is carried on in many cities and states from which no report was received. The facts given are limited to those received in the reports.

SETTLEMENTS AND ALLIED AGENCIES

- 23 libraries send books to settlements and 5 assist in the story hour at the settlements.
- 13 send books to playgrounds.
- 13 send books to vacation schools.

Some of the other institutions for social betterment with which libraries work are the Young Men's Christian Association, city missions, boys' and girls' clubs, orphan asylums, boys' industrial reform schools and Sunday schools, bath houses, the detention room for juvenile court, settlements, school houses, newsboys' home, playgrounds and vacation schools are also used for the distribution of books to children.

CONCLUSION

In the 76 cities from which reports were received filled out so that they were available for this report, the number of children between 5 and 14 years of age is 16 % of the total population of those cities. In the 67 libraries which reported adult and juvenile circulation for the past year separately, the juvenile circulation was 31 % of the whole.

Since it is true that 16 % of the population representing the children who are patrons of the children's department, is doing 31 % of the home reading in these 67 cities, is it not worth while for librarians who are anxious to make their librarians of as great value as possible in their cities to give considerable time and thought to work with children? The

reports show that some libraries are making ample provision for this work; but the fact that 42 libraries out of the 76 reporting were unable to *estimate* what proportion of their funds is devoted to work with children—that part of their population which is doing 31 % of their home reading—shows that they have not devoted much thought to this class of readers. Of the 34 libraries that estimated the proportion of funds spent for children, 16 report less than 20%, some reporting as low as 3 % and 4½ %. Those 20 libraries that report 10 % or less of their circulating books as belonging to their juvenile department are providing a very limited collection for 31 % of the reading done.

It is true that library work with children is still in the experimental stage of development and the work in some places is open to the charge of sentimentalism. These facts cannot be denied; but if the results already shown have been obtained while the work is in this stage, we must see what the possibilities are wherever the work is put on a sound educational basis, and wherever this work can be put in charge of those fitted by temperament and training to work with children.

THE CHILDREN'S LIBRARY A MORAL FORCE

By CLARA WHITEHILL HUNT, *Superintendent of Children's Department, Brooklyn (N. Y.)*

Public Library

THE subject I have chosen is the theme around which all discussions have, directly or indirectly, revolved from the time that the children's department of the public library first came into being. Yet because of its very taken-for-grantedness it is sometimes buried under discussions of matters which, after all, are merely devices, so that it seems to be not out of place now and then to hark back to a simple reiteration of foundation principles. To those of us who have been in the profession for years certain beliefs and aims are so a matter of course that we have left off talking about them, forgetting that our new people coming on and the laity

whom it is our duty to teach have not been through the slow process of educating which has made these ideals enter into our grain. And one day, while we are looking about for some new thing to engage attention, we find, to our amazement, that these cherished ideals which we supposed had been accepted past question are not held by all our fellow-workers even, and that we shall have to convince them that we have a right to claim that they are the foundation truths on which we must build.

This is a great age for pendulum swinging. Yesterday the doctors told us that we should boil drinking water to kill typhoid fever

germs. To-day we read of an expert's claim that by so doing we are increasing the danger of communicating the disease. We had supposed that in our profession it was an accepted fact that books make a very positive and lasting impression upon a child's thought and conduct, an impression that, however unconsciously felt by the child himself, has a large part in shaping his character for all time. Yet to-day we hear people in our own ranks say they do not believe that books have any influence on children, while others apparently do not think it matters much what sort of books a child reads at certain stages of his development. We see on library lists of children's books, instead of constant emphasis of the best old standbys, titles which perhaps may not be classed as utter trash, yet which are hopelessly mediocre—pot-boilers dashed off by uninspired writers who know that the libraries will encourage the children to imitate their elders in crying "Haven't you something *new*?"

So we must be pardoned for talking upon a worn out theme. For we do most earnestly believe in the power of books to affect the soul of a child. Even if we were skeptical from looking into our own experience, we do not feel that our experience is broad enough or deep enough to justify our questioning the assertions of the greatest educators and scholars of our day and of the past. Granting without foolish argument that these people know whereof they speak, accepting their declaration that books have a powerful influence upon the child, what sort of an influence shall the librarian endeavor to exert? What standard must the books chosen for the children's shelves reach up to? How shall he decide what to leave out?

Let us inquire first what is the chief aim in the education of the child as voiced by the greatest educators of our day. It is the *moral* aim, the purpose that looks toward the character building of the child. All the wealth poured into the generous support of the public schools, all the thought expended in working out the best methods of teaching, the most hygienic plans for school buildings, all the books written and the meetings held to discuss the thousand and one lines of activity which the great public schools are

following to-day—these all have for their underlying thought, for their ultimate end the making of *men*, not of mathematicians; the building of well-rounded character, not the manufacture of intellectual motors. The state is so educating its youth for the sake of its own welfare, for the very preservation of its national existence, because it knows that history is full of examples of the instability of empires whose walls were reared upon foundations of mere wealth and force of arms and even of intellectual power, and of the splendid growth of those nations whose citizens were, in the main, men of moral worth. The wise men of our day, taking this lesson to heart, compel the attendance of the children at school during the formative years of their lives, and they are thus showing their belief in the possibility of "training up a child in the way he should go."

One of the strangest and most alarming signs of the times that we who are interested in children have to notice is the idea which seems rooted in the American parent's mind that it is *not* possible to train a child to be anything but the sort of young animal he is inclined to be of his own free will; or that this would not be desirable if it were possible. Seemingly the creed of the young parent of our land is, "Give a child a good heritage and good example and then let him grow spontaneously. Do not thwart him, do not cross his will, don't compel him to do what he isn't interested in doing or you will make of him a mere machine." The parents have caught echoes of the excellent principles acted upon in the educating of children to-day—such as working from a child's interests, using his instinct for play as a means of educating him, respecting a child's individuality, never trying to break his will—and catching the surface smattering without the underlying purpose they have swung far from the old Puritan's stern methods that produced men of such fibre as made our nation what it is, and have let their children grow along the line of least resistance, with just the results that one finds in a flower garden left to itself. It seems incomprehensible that one who understands well the laws that govern the successful raising of vegetables and flowers, the training of animals, even the ne-

necessity for intelligent care of a machine in order to keep it in good condition, can at the same time fancy that a human soul can attain its highest development if "left to grow spontaneously."

Take a child of even the best heritage and environment—isn't it "human nature" for him to want the best for himself? And did any one ever see a child learn to be unselfish from the *example* of his mother, who invariably sacrificed herself and gave up the best to him? There are children so well born that it does not seem to occur to them to be anything but truthful and "square" in their dealings. Most little children are transparent, but how quickly they learn to deceive, either from fear or for their advantage in some way; and how are we to make them feel, but by teaching, that the absolute foundations of decent living depend upon a deep regard for the sacredness of a man's word?

Children are not going to grow up to be men and women of purity and strength of character, unselfish, true, brave, considerate of others unless we use every possible effort to train them to those ideals and principles and to the habit of self-control; and unless we do this by "precept upon precept, precept upon precept, line upon line, line upon line, here a little and there a little." And the cornerstone of such training is to be found in the simple, old-fashioned, moss-covered word Obedience! Heredity and environment are beyond count valuable, but librarians and school teachers well know that it is not alone from the tenement of the poor immigrant but from the homes of well-to-do Americans of upright character that many of our most lawless, disrespectful, destructive and unreliable children come. A child who has generally been allowed to "have his own way" from the time he found he could get anything he wanted by screaming for it, will naturally be a troublesome member of society and will surely be a less valuable citizen than one who has been brought up to that "habituation to obedience" in which, as Carlyle says, "it was beyond measure safer to err by excess than by defect." "Obedience," he goes on to say, "is our universal duty and destiny; wherein whoso will not bend must break; too early and too thoroughly we cannot be

trained to know that Would in this world of ours is as mere zero to Should, and for most part as smallest fraction to Shall." And so, when Teufelsdröckh writes of his stern upbringing he concludes, "Hereby was laid for me the basis of worldly Discretion, nay of Morality itself."

The pendulum must swing back nearer the old ways, and we who have to do with children must expect them even as children to behave as creatures with souls, as beings who are daily preparing to become men and women; or we shall continue to have worse exposures in our national life than we are having to-day of the selfish cruelty of those whose first aim is to "get rich quick," the dishonesty rampant in business and politics, the criminal neglect to safeguard human life which are so fearfully common. The child who "looks out for Number One" is going to keep on doing it as a man, and that child may be the spoiled darling of parents whose own standards of life are high, but who could not bear to punish him when he needed correction for his own good, who never denied him a whim if they could grant it at any cost, until the child, grown to manhood, suffers from having failed to acquire early the habit of self-control, the world suffers from the selfishness of him who has grown up with the idea that his wishes must be first. The beautiful things that are done in our day to make children happy, the difference in this generation's attitude toward them—that lovely attitude of sympathy and fellowship in which we rejoice—have carried with them a tendency to look upon a child as an irresponsible creature for so many of the formative years of his life that by the time a parent wakes up to the need of his being taught, the golden opportunity is lost. There is one of Mrs. Ewing's sayings that every father and mother and every worker with children should ponder well. A mother, speaking in excuse of her boy's selfishness, said, "One can't expect boys to consider things. Boys will be boys, you know." And her brother replied, "Too true, Geraldine. Ye don't expect it. Worse luck! I assure you, I'd be aghast at the brutes we men can be if I wasn't more amazed that we're as good as we are when the best and gentlest of your sex—the

moulders of our childhood, the desire of our manhood, demand so little for all that you alone can give. There were conceivable uses in women preferring the biggest brutes of barbarous times—but it's not so now; and boys will be civilized boys, and men will be civilized men, sweet sister, when you *do* expect it; and when your grace and favor are the rewards of nobleness and not the easy prize of selfishness and savagery."

Is any one here thinking "What have these pessimistic ravings of this twin sister to the proverbial old maid who always has good advice to shower upon parents, to do with the work of the public library and the selection of books for the children's room?"

To my mind the connection is clear. We claim for the children's library the possibility, the duty of being a moral force in the community. Unless we, as educators, are fully alive to the obstacles in the way of the American child's growing up to be the sort of citizen the country needs, we shall not be energetic in seeing to it that the young people get nothing but good from our contact with them through the library. Unless we feel that the lawless disregard for public property shown by the broken glass of the street signs which have been used as targets by the boys of our city is a serious indication for the future; unless we look ahead to the results that are inevitable when a child is expected to have so little sense of responsibility that he is not severely corrected for throwing stones at a passing trolley car; unless we hold that the attempt to evade a two cent fine for an overdue book is of a piece with the lack of honor which prompts the older person to make all he can at the expense of people less sharp than himself; unless we realize that our children are absorbing from the very air to-day the false and debasing idea that "success" means "making money"; unless we are willing to be laughed at for taking ourselves so seriously and proceed to take ourselves *more* seriously we shall not be the nursery of good citizenship we are meant to be.

There is much that may be done in this matter of citizen training through the personality of the workers in the library, but we do not begin to have the opportunity of

the school teacher in this regard, and we must rely mainly for our power for good upon what the child absorbs from the books he finds on the shelves. And it is here I feel that librarians as a body are not always loud and insistent enough that our children shall find no book on the shelves of which the highest we can say for it is that it is of no particular harm. We demand that each book be of some particular good.

We believe that we have a part to play in helping our boys grow up to be honorable, strong, clean, manly, gentle men, men not too conceited, not lazy either in mental or physical habit, men who think more of being faithful in little than showy in big affairs, men whose ideals and whose influence, whether exerted as statesmen or hod-carriers, will be such as to help keep the moral atmosphere of our land purer. We want our girls to care not only to be attractive to look upon but to have just as high standards of courage and honor as we shall demand of our boys, to be sensible and broad minded, modest and womanly, to be truly well bred, ambitious to be useful, to hold cheery and wholesome views of life. We know that every book we give these boys and girls will have some effect in changing, shaping, strengthening their ideals and so moulding their habits and character. We all admit enough of belief in this to eliminate from our libraries the class of books usually designated by the color of their covers and their price mark—one dime. But we sometimes neglect to take into account the insidious mischief which the steady reading of the mediocre books we are accustomed to call "harmless" is doing our boys and girls.

Is there no moral harm resulting from the mental laziness which becomes an iron-bound habit with the child who reads volume after volume and series after series of an author whose morals may be good but who hasn't a particle of ability to put anything really strong, vital, stimulating, true into language that is vigorous and pure? And when we examine one of these mediocre books which seems to preach a virtuous regard for certain moral aims, how discriminating are we in deciding whether the child will carry away the impression of righteousness which the well-meaning author perhaps wished to con-

vey, or whether he will really absorb, from the incidents of the story, the character of the hero, the working out of the plot, quite opposite ideas?

In my pessimistic remarks on the upbringing of the modern child I have spoken only of a small class, perhaps—those children from respectable American homes who would naturally grow up to be our country's leaders. There is, besides, the large class of children of foreign parentage whose experience and knowledge of life, whose ideals of character are gained among the sordid and unlovely scenes of the crowded tenement districts. For how short a time does the public school have an opportunity to help mould the lives of these children, and what odds it has to fight against in trying to make a decent citizen out of a child in twenty-five hours a week for a few years when all other influences of the child's life are pulling in the opposite direction! Surely the public library has a duty laid upon it to help supplement the work of the school. So much to do and so little time in which to do it. Shall we waste our time and money by giving these children books embodying ideals only a degree higher than those to which they have been reared? Shall we be satisfied if our boys have read all the books of even such respectable authors as Henty, Stoddard, Kaler, Trowbridge, if they have *not* read and loved and learned by heart the great classics which have lived for generations? Shall we be content if our girls take their ideals of womanhood from the latest "Hildegard" or "Teddy" book while they find Effie Deans and Maggie Tulliver and Agnes Wickford dull? Are we, because the children eagerly demand these books, to buy copy after copy of them, or shall we devote our duplicating to beautiful editions of the best in literature, using all our influence and ingenuity to popularize this class of books as it is possible to popularize them if we care enough ourselves and have any skill at all in managing children? Shall we, in buying the books of the year, obey the clamor of the young people who say they have read everything in the children's room and want something new—shall we descend to buying the mediocre because so few of the new "juveniles" in any year are good? Or shall we

rather ask ourselves why it is that, if a child has read every book in the children's room, he—or more likely she—is still demanding "juveniles"? Shall we then reflect that the children's room has not fulfilled the purpose for which it was intended if we have not set the young people on the road to a taste for the best on the shelves of the adult department?

We claim to be an educational institution. The city supports us because, apparently, it accepts our claim. We shall perhaps have difficulty always with the adult borrowers who demand a class of books we do not feel deserve a place in our libraries. But if we are to follow instead of lead the taste of the children we must not flatter ourselves that we are anything more than clerks whose duty it is to discover exactly what a customer wishes and then to give her that commodity.

But we claim for ourselves that we know better than the children can know what books are best for them, and we shall make our selections with the purpose of graduating into the adult departments of our libraries young people who have a well-defined taste for the best literature.

There are two main lines which the librarian should have in mind in the selecting of children's books. First, she will see to it that every child of fourteen is thoroughly familiar with the classics in juvenile literature, those productions which from every point of view are satisfying, providing food for the imagination and heart, ideals of high and noble living, clothing beautiful thoughts in the pure and lovely garb of gracious language. Into this class we gather such treasures as the Greek myths rendered by Kingsley and Hawthorne and Lamb, the Norse stories retold by Mabie, the fables of Æsop, the folk tales of Grimm, Jacobs, Harris, the fairy stories of Andersen, Kipling, Dodgson and Ruskin, the legends of the Middle Ages told in no less beautiful style than Howard Pyle's, the tales from Shakespeare in Lamb's English, Darton's Canterbury pilgrims, with Robinson Crusoe and Pilgrim's progress, Don Quixote and Froissart and Plutarch; and always the stores of beautiful verse which it is a sin not to help a child to love. These are the books which cultivated people call literature, and it is our duty to try by

every possible means to emphasize them. We must never allow our stock of these to run short or become unattractively shabby. If we have story hours and bulletins and book marks and literary ladders we must use them to arouse interest in and curiosity regarding these best treasures. With our smallest children we must use especial effort to see that they do not acquire the mediocre habit, for it is very easy to guide the beginner. With the older ones it means the exercise of consummate tact, but the results are worth the effort. When we have an opportunity to talk before parents' associations or women's clubs we must be able to convince them of the importance of a child's not being deprived of the joy, both now and hereafter, of knowing and loving the best in literature.

And then, in the next place, to the deciding of which and how many of the confessedly mediocre books we shall admit to our shelves we must bring much careful thought. We realize that for the children who have acquired the taste for poor stuff, so that it is difficult to persuade them of the joy to be found in those great books, which they would have loved if brought up with them from early years, we must provide some things to be used as baits, but we mean they shall also serve as stepping stones upward. Our task is to decide what ones, out of the mass of material bordering on trash, have enough of merit to make them useful to our end without being harmful to the children.

While there are plenty of books classed as non-fiction which need more careful elimination than is sometimes given, our chief concern is with the child's story book, because fiction is the most popular class and because it is from the story book hero or heroine that the child unconsciously but surely absorbs many of his ideals and principles and is therefore strongly affected in his character. We shall be obliged to let down the bars in the matter of literary style, but there are degrees even of mediocrity and we never need to include those which are written in the language of a positively common person. But when it comes to moral tone we should never lower our standard an iota, and to the decision as to whether a book will leave a child no worse for the reading of it one must bring

first a belief that it matters what sort of books we give the children, next a knowledge of child nature, and third the penetration to discriminate clearly between "preaching" and "practicing" I might say—that is, to decide unerringly whether the impression to be made on the child will be that of the author's highly moral advice or of the hero's immoral actions and bad associations.

There is not time to enter here upon a discussion of the faults of the average story book for boys and girls that will fill the counters of the book stores next fall. The time limits hold one to the merest opening up of the whole subject. The most I allow myself to hope is that some few who have not looked upon the selection of their children's books as a matter of serious importance may give more of personal attention and care to the subject. Of course, when all has been said, any two librarians in this Association might agree entirely as to the qualities a book should possess and differ entirely as to whether a given book fulfilled those requirements. In book criticism the personal equation will always be a factor. But in these days, when children's rooms are springing up like mushrooms all over our land, when trained children's librarians are few and far between, when thousands of our future citizens are reading a book a day from the public libraries, and hundreds of librarians, with the best intentions in the world, have not the time nor the expert knowledge to choose their children's books wisely, I think it behooves the large libraries steadily to set an example of emphasizing the best and weeding out the mediocre; and I believe that the American Library Association ought to be able so to set a standard and affect the book buying of the smaller libraries that the production and sale of wishy-washy stuff will be actually modified and finally cut down from lack of profit in the business.

For all of us who have to do with the children in the library there is inspiration in the picture of the great possibilities which William DeWitt Hyde holds up before the teachers, in speaking of the value of good literature in the public schools. I cannot better close than by quoting from him words which tell briefly what I have been trying to express:

"To feed the mind of youth on the ideals of a noble and elevated human life; to win his fidelity to the family through sweet pictures of parental affection, and filial devotion, and pure household joys; to secure his loyalty to the state by thrilling accounts of the deeds of brave men and heroic women; to make righteousness attractive by pointed fable, or pithy proverb, or striking tale of self-sacrificing fidelity to the costly right against the profitable wrong; to inflame with a desire to emulate the example of patriot, martyr, and philanthropist—this is the social mission of good literature in the public schools. To interpret this literature, so that it comes home to the boys and girls, so that they see re-

flected in it the image of their own better selves, so that they carry with them its inspiration through all their after lives—this is the duty and privilege of the public school. It is not of so much consequence what a boy knows when he leaves school as what he loves. The greater part of what he knows he will speedily forget. What he loves he will feed on. His hunger will prompt his efforts to increase his store. The love of good literature—a genuine delight in Longfellow and Whittier, Lowell and Tennyson, Hawthorne and Scott, Shakespeare and Homer—is, from every point of view, the most valuable equipment with which the school can send its boys and girls into the world."

THE PROBLEM OF THE GIRL*

BY LUTIE E. STEARNS, *Wisconsin Free Library Commission, Madison, Wis.*

THERE is no more perplexing problem that confronts the modern librarian, teacher and parent, than the selection of books for the girl whom some one has described as the girl who has outgrown her doll and her dishes along with her short skirts, who has passed beyond the stage where material make-believes satisfy, who has become conscious that the life before her means energy and has caught glimpses of happiness and sorrow, dimly realizing the mighty current of human effort. This is the girl who is separated from womanhood by such a brief span that her ideas, acts and ideals are rapidly taking on the aspects of maturity. And the problem of the book for her! How to get at it! How to obtain the knowledge of this most intangible time in her intellectual life so as to give practical help. These are the questions that confront us.

As showing the wide diversity of taste among girls between the ages of fourteen and eighteen, an investigation conducted by a Western teacher may be of interest. 82 girls were asked to signify their choice in books. 20 wished anything full of excitement or adventure; 15 wanted his-

torical stories; 9 wanted anything about girls—their home life, college life of boys and girls; 12 voted for any sort of fiction; 6 for poetry; 4 for travel; 3 for history; 1 for music "containing the motifs"; 1 for biography; 1 for anything patriotic; 1 for anything comical. There were 9 who had no choice; 4 of these had done no reading and the other 5 are well represented by the girl who expressed herself as follows: "What do I like to read about? That is a very doubtful and difficult question to decide. Books containing simple, pathetic life are very entertaining; love stories of the right kind are very good, but books composed of both these qualities I think I like the best. Histories I do not care so much for, although 'Trumpeter Fred' is very good. After I have read and enjoyed one sort of a book I think I like that kind the best, and after I have read and enjoyed another sort I think I like that kind the best; altogether it is a very doubtful question in my mind."

From the 20 girls who voted for the book full of action, these replies are typical: "I like stories of adventure about the late war." "I like to read about war and domestic dramas." "I like detective stories and history best." Another desires "adventurous stories"; another something "intensely ex-

*A list of books for girls and young women may be obtained by addressing Miss L. E. Stearns, 547 Prospect Ave., Milwaukee, Wis.

citing." Those who spoke of history liked it very much or not at all. Many showed a preference for certain periods. "Early times in the colonies and Egypt" was the text of one reply. Another said: "I like to read history. I don't mean dry history, but something besides history connected with the book." One wanted "a book of real life with a little spice of history."

Another matter which comes to light is the difference in the maturity of the reading. One girl reads "Eye Bright," "Five little Peppers," and "Birds' Christmas Carol," while another of the same age is interested in "Adventures of François," "Ben Hur," and "Lorna Doone." A typical list is the following: "Polly, a new fashioned girl," "The senator's daughter," "David Harum," "Gold Elsie," "Tempest and sunshine," "Melody," "Mr. Bonaparte of Corsica." Henty and Oliver Optic are often present, also E. P. Roe and Mary J. Holmes. "The necklace of pearls," "The sin of the home," "The daughter of the serpent," and others of this ilk find place on the lists. The latest novel has many readers. The influence of some momentary cause is shown. Olga Nethersole's appearance can be traced on three of the lists, where "Sappho" and "Camille" appear. Books of essays are not commonly read. The book of poetry is the exception. When it appears it can generally be traced to the school influence or required reading. When the teacher of the school had found even a little time to look after the reading, there was a difference in the style of the book. When the girls went to the public library there was improvement. Many girls whose reading showed contact with good, healthful literature, showed also the influence of a refined home in their answer to the question, "Where did you obtain the book?" On the other hand, the girl who was not influenced by her home, teacher or library invariably presented a list such as the following: "The last rebel," "Honey and gall," "A sad, strange comedy," "Her only sin," "Old Mam'selle's secret," "Marguerite," "Inez," "Dombey and son," "Water babies," "West lawn," "Moore's poems," and "An earnest trifter." As pre-

senting an aimless mixture of good and evil, this list is extremely suggestive.

While most girls of the West wish books of action and adventure, reading history if the action of men and women is made prominent, and biography if it records the deeds of great men and women, we find a different type of book demanded in the South. There girls from fourteen to sixteen ask for "straight" love stories. Mary J. Holmes and Augusta Evans Wilson are eagerly devoured, the latter being the most popular author recorded. "Ouida," the "Duchess," Miss Fothergill, Marie Corelli, Mrs. Henry Wood, Edna Lyall, Amanda Douglass, Susan Warner, Mrs. Wister's translations, and Miss Carey find favor at this early age—such authors usually being read at a later period in northern climes. Jane G. Austin, Amelia Barr, Barrie, Burnham, Chambers, Churchill, McCutcheon, Richard Harding Davis and Tarkington are also read. When we know that in the same town from which this list is taken there is required reading in the schools of the works of George Eliot, Dickens, Scott and Thackeray, we realize something of the difficulties of guiding the outside reading of young women.

In the East we find Thomas Bailey Aldrich, James Lane Allen, Jane G. Austin, Alice Brown, Clara Louise Burnham, Frances Hodgson Burnett, Maud Wilder Goodwin, Blanche Willis Howard, Sarah Orne Jewett, and Mary E. Wilkins in highest favor—all, with but two or three exceptions, it must be noted and regretted, New England authors. Loyalty to our native state and courtesy to our hosts and hostesses prevents any reference, upon this occasion, to the possible provincialism resultant from so narrow a course of reading.

The results of an investigation recently made in England are of interest. The replies received from girls may be regarded as genuine expressions of opinion, for no names were signed, and the girls were told that their own teachers would not read the lists. The following questions were asked: "Which are your favorite novels? Which of Scott's novels have you read? Thackeray's? Dickens's? Jane Austen's? Mrs.

Gaskell's? Charlotte Yonge's? Do you like Miss Mulock's stories? Miss Thackeray's? Do you read magazines? If so, which? Which are your favorite poets? Name six poems you are fond of."

The replies revealed some striking and surprising facts. There was little difference of opinion about the favorite novels—the majority voted for Edna Lyall; next came Merriman's novels, and close to these Anthony Hope Hawkins. Marie Corelli scored a large number of votes, as did L. T. Meade and E. E. Green. A few of the older girls, not more than three per cent., named David Copperfield. With the exception of Dickens, no standard novelist found a place among the favorite books, though most of the girls showed that they had read a considerable number of Dickens's and Scott's novels. It seems to be clear, therefore, as the compiler observes, that these two novelists, although still read by some of the younger generation, are no longer loved with that absorbing passion which so often took possession of their parents and grandparents. Thackeray and Jane Austen were only known to a select few who, in several instances, added the gratuitous but informing statement, "I find I cannot read Jane Austen; she is so dull." Mrs. Gaskell's "Cranford" appears but six times. Miss Yonge and Miss Mulock, usually actively disliked, received the following comments: "I do not like these writers," "I like them fairly well," or "I used to like them when I was young." The name of Miss Thackeray was unknown to all.

The answers to questions on magazine reading show that the habit of miscellaneous reading has taken firm root in England as in America. "I read nearly all the well-known magazines," writes one young lady. Another girl, who read five periodicals such as *The Strand*, *The World and His Wife*, and *The Smart Set*, had never read a single book by Dickens, Scott, Austen, Yonge, and Thackeray, and could only recall one favorite novel of a most juvenile description. Were these two answers exceptions it would, perhaps, not be worth quoting them, but they are largely typical of the rest of the replies.

Concerning poets and poetry, there was

almost absolute unanimity. Tennyson was the favorite, and of his poems the "Idylls of the king" took the first place. Longfellow's "Evangeline" and "Hiawatha" were much beloved. Scott had a fair number of admirers.

"It is curious," the investigator writes, "to compare the taste of the modern girl with that of the girl of twenty years ago." Fashion in reading has changed and, it must be confessed, for the worse. Many of the best writers seem to have passed into the limbo of forgotten things. Charles Kingsley, the most popular novelist of the '70's and '80's probably, whose muscular Christian heroes appealed to boys and girls alike, whose "Westward ho!" would have been voted one of the very finest of modern novels twenty years ago, is neglected, while Mrs. Ewing is scarcely more than a name. Equally inexplicable is the neglect of a host of others. The investigator attributes the neglect in part, however, to the fact that after girls satiate their minds with the second-rate, the insipid, or the ultra-sentimental, they have lost the key to the great kingdom of the good and the beautiful. If the girl does not read the great novels in her youth she is seldom likely to do so; partly because, later on, she will want to keep abreast of contemporary literature and partly because she will have no desire to read them. If till the age of eighteen or nineteen her taste for good literature has not been cultivated, or, to put it more truly, if till this age she has cultivated a taste for inferior books and really appreciates them, it is not to be expected that after twenty her taste will change to any considerable extent.

The modern parent, teacher and librarian cannot escape blame for the present state of affairs. The modern mother exercises far less supervision over her daughter than did the mother of a generation ago and she is particularly lax in the matter of her daughter's reading. Ofttimes, unknown to parents, an "underground travelling library" is established, through which system books of an immoral nature are passed from hand to hand. In the matter of drawing books from the public library, the parent shifts the entire responsibility, as to proper selection, on the

shoulders of the librarian and busy assistants. During seven years' experience in charge of the circulating department of a large city library, there was but one parent who ever came with his son, and no mother ever appeared, to our knowledge, with her daughter. It is true that mothers do sometimes visit children's rooms, in the company of their offspring, but they are seldom if ever seen with them in the circulating department. Much would be gained if mothers would not alone aid in selecting proper literature, but also if they would read with their daughters. Horace E. Scudder has said, "There is no academy on earth equal to a mother's reading to her child." The habit of reading aloud at the family fireside has gone out, more's the pity. As some one has said, "This old habit united the family, for old and young alike could take pleasure in the reading, and it accustomed the young people to good English and to a concentration that is seldom demanded in these days. An hour's reading in the family circle three or four times a week would mean acquaintance with a considerable number of books, and might, perhaps, help to stem that desire for outside pleasures and excitement which is a marked feature of the age and to be deplored as leading to weakening of family life and interests."

So much for the parents. Now for the schools. Required reading of certain authors in our public schools often kills any desire for further acquaintanceship. Enforced reading of John Milton, for example, has caused many a literary "Paradise lost," never to be "Regained." A really great teacher may inspire her pupils with an enthusiasm for the best novels, drama, and poetry, but in the majority of cases the result of study, with the subsequent examination, is boredom and dislike for the best in literature. As a teacher has said, "If we would only banish this foolish idea of treating young people as if they were scholars and demanding from them a knowledge that is quite beyond their understanding, we might send our girls out into the world with a stock of good literature and

a love for it which would be their best possession forever after." That girls will read good books and keenly enjoy them is seen in the fact that for the last ten years in a certain large secondary school a literary society which all girls over thirteen may join has flourished exceedingly and has done excellent work in cultivating the taste of girls for the very best literature. The girls join the society voluntarily and continue to keep up their connection with it long after they have left school. The girls have read Thackeray, Jane Austen, Scott, Dickens, Mrs. Gaskell, "Pilgrim's progress," and selections from the works of Wordsworth, Tennyson, Coleridge, Browning, and others. This plan might well be adopted by public libraries as a method of interesting young women in the best authors. The Milwaukee Public Library has had a girls' club that has spent the past two winters in studying the heroes and heroines of history. The story hour, now commonly conducted for the smaller children, could be used to advantage for the older girls. And this brings up the whole question of the neglect of the young girl by public libraries. Children's rooms are being established all over the land, but in nearly every instance supervision stops when the girl of fourteen leaves the children's room for the general circulating department. An occasional assistant at a bureau of information aids when called upon, but in no case that we have been able to discover is there systematic or regular assistance furnished at this most trying period of a girl's intellectual life. In only one library in the country, so far as we know, has the need been fully recognized and provision made to satisfy it. The Carnegie Library at Pittsburgh, the forerunner of all that is best in work for young folks, is the first to officially recognize the fact that the modern transition from the children's room to the circulating department is too abrupt, and it is therefore providing in its new building, or addition, an intermediary section of special open shelves in its adult circulating department. The result will be awaited with interest.

THE BEGINNINGS OF A LITERATURE FOR CHILDREN

BY CAROLINE BURNITE, *Director of Children's Work, Cleveland (O.) Public Library*

IN studying literature written for children (which is the scope of this paper and not that large class of literature which children have made their own, such as the myth, folklore, legend) we soon see that it is entirely evolutionary, and that it sprang from and was moulded by forces which we would consider upon first thought entirely extraneous to the subject. Thus the first impulse for a children's literature sprang from the religious movements of the 16th, 17th and 18th centuries. Great spirits such as Luther and Watts, in their contemplation of the beauties of spiritual life, saw the exquisite analogy of the divine and human child and the result was the first form of children's literature — the cradle hymn. This analogy has been so universal in the religious lullaby that it may repay us to see what its characteristics are.

"Soft and easy is thy cradle,
Coarse and hard thy Savior lay"

is Watts' simile in his cradle hymn, which he follows by the most realistic touch in which he gives the vague imagings and fears of a young child:

"Lo He slumbers in a manger,
Where the horned oxen fed:
Peace, my darling, there's no danger;
There's no ox a'neer thy bed."

Like the early religious pictures, in which the child is always directly associated with the Madonna, Watts does not consider his poem complete without actually picturing the mother. This he does by depicting her feelings.

"Yet to read the shameful story,
How the Jews abused their King,
How they served the Lord of glory
Makes me angry while I sing."

When these early writers wrote their cradle hymns, they discovered childhood, in that they recognized its individuality and appreciated its thoughts and feelings, and from that time there is a literature, created for the children themselves.

The great principle in children's literature

is that, in order to catch the child's attention and prompt his belief in the truth of the story, either the theme, incident or illustration must touch the experiences of the child. When this basis of understanding is built upon the child's real world, upon the life around him and what he has experienced through his mind, we call the literature realistic, and when the hymn writers made their appeal to childhood through childhood, they laid the foundation for the realistic school. That this class has a direct ethical value is shown in the Watts cradle hymn by a child's desire to imitate the Christ-child's acts because of his innate love of beauty and goodness, after his belief in the heroism of the Christ-child has been established through the contrast in their situations. The other class of literature is based upon the child's experiences in the unreal world and chiefly upon his ability to hark back to the experiences of primitive man. For the primitive mind, in its imagings and its search for primal truth, corresponds to that of the child. This literature is based entirely upon the imagination and is called idealistic literature. It is mainly the myth, folklore and legend. For years idealistic literature has received its proper evaluation. The literature of realism needs more consideration.

The second form of children's literature was the moral poem, and the first good moral poetry was written by Watts. He used the realistic method of arguing from something which a child knows to be true to the principle which he wished to inculcate.

"Let dogs delight to bark and bite,
For God hath made them so,

* * * * *

But children you should never let
Such angry passions rise."

Goldsmith's "Goody Two Shoes" was the first bit of prose which had vitality enough to last through generations, and for that reason it may be considered the cornerstone of children's fiction. The test of a book does

not lie, of course, in the generation in which it was written. It may respond to a certain popular sentiment which has no permanency rather than to a universal chord. There were in the middle and latter part of the 18th century many little books for children. They were entirely cautionary and negative, and childhood was but a symbol of natural depravity and human weakness. They were the product of a time when undue stress was laid upon moral values, and they lived through their day. Like the old Italian masters who gave children a knowledge of the weight of life, Goldsmith conventionalized his characters and made a child of eight a woman of thirty in thought and action, but he caught many of the interests of children and he gave us a story which even to the young child is quaint but interesting; for "Goody Two Shoes" appears to children as a child.

Any contemplation of the great moral school and of the Taylors and Maria Edgeworth raises the question of the value to children of a literature which to the grown-up is so exaggerated in its teaching and so mechanical in its method. But we must remember that all great lessons in idealistic literature which are for the primitive mind and the child are drawn with the boldest lines. Do we not readily except the exaggeration of the fairy tale because it appeals to our fancy! Certainly the means by which Little Red Riding-Hood is taught has a very picturesque quality, and it is much stronger in its lesson than The Three Bears because it is more exaggerated. In the same way we must accept the methods of the didactic school, even though it appeals to us as overdrawn according to our mature ideas of the values of life. This exaggeration is necessary because children are imaginative, emotional and impulsive, and they are so detached from the laws of life that they must learn what the governing forces are. The basic principles are virtues which must be inculcated when life is young—honesty, truth-telling, obedience, bravery, along with the formation of habits of cleanliness, industry, etc. Such qualities are the foundation of a fine moral character, and in this connection both the idealistic and didactic literature have their function. The two great lessons

of idealistic literature are lessons of a primitive people—bravery and obedience. In acquiring these lessons through the imagination they become a part of moral fiber, and the child can be brave and obedient from impulse. However, the very fact that we are a product of a civilization and the myth is of primitive man means that the myth and the folklore do not teach all of the lesser virtues which we wish to inculcate. Moreover, the fine moral being will not only be able to do right from impulse; he must be able to see the wrong and choose the right, for thereby is moral judgment developed. This is the opportunity of the didactic school. The theme of the Edgeworth school is the direct result of the choice of right or wrong elaborated upon with great detail, which gives reality to the story, while the incidents are so entirely within a child's comprehension that the force of the lesson is given. Maria Edgeworth's work is the product of her talent as an author and her intimate experience with her innumerable brothers and sisters; it was from their need she drew her theme. Nowhere else can we find the simple nursery virtues taught with such intricacy of plot which illustrates the truth of their value. Simple Susan's honest, heroic nature, as shown by her sacrifice of her pet lamb in her efforts to save her father from the army, stands in contrast to Barbara's deceit, which is so true to a petty, spiteful disposition, and at the close of the story the reader's sympathy is entirely with the good. To the adult the most serious detraction is the strong, materialistic side of the story, the attitude that honesty is the best policy; but this strong materialistic phase is balanced by the spirituality of the child reader. The principle for use is this: all literature which has great exaggeration should be given to young children. "Rosamond" and the poetry of the Taylors belong to children before they are eight or nine, while the "Parent's assistant," because of its detail of plot, belongs to children of eleven and twelve. "Rosamond," more than any other child's book, has been pointed to by the finger of scorn. Pedagogically, it refutes the very principle which the author wished to teach—the value of the absence of external authority. Its vitality lies in the

universality of illustration, and it undoubtedly develops judgment in the child who reads it.

It was the Lambs who first recognized the vitality for children in great idealistic literature, but it was also with an appreciation of its didactic qualities. In his preface to *Ulysses*, Lamb interprets giants, sirens, enchanters as "things which denote external force or internal temptations, the twofold danger which a wise fortitude must expect to encounter in its course through the world." Until Lamb interpreted Shakespeare children had come in contact with life in its simple forms only. He broadened their horizon by bringing within their understanding the complexity of life, and all who wish to interest children in Shakespeare must use his method of dealing with such characters as Hamlet and Lear. His lucid analysis of psychological situations required a master mind. "Mrs. Leicester's school," which is largely Mary Lamb's work, marks another radical departure and is a wonderful bit of realism in its delicacy of delineation of the tender sensibilities of young children. Mrs. Molesworth later took up the same theme as exemplified by "Carrots," and both of these books have great value to the student in showing how apart children are from actual life. Mary Lamb's stories have more plot and a more didactic atmosphere than Mrs. Molesworth's, but "Mrs. Leicester's school" has that exquisite refinement of feeling which always belongs to any book of the Lambs.

Harriet Martineau brought to children's literature her peculiar ability to delineate national life and its problems by means of individual example. She is realistic both in her theme and in her method. There is no indication that she was inspired by any early children's books. Her "Feats on fjord" is a masterly delineation of the influence upon the people of national customs. With a well constructed plot, she pictures the stultifying effect of superstition and its slow eradication from the peasant mind, with a clearness which makes one believe that all things are understandable to young children if it comes to them by the hands of genius. In "Crofton boys" she was far ahead of her time. There she confines herself entirely to a picture of

English school life and the development of a boy's character under its influence. This book is a forerunner of "Tom Brown," and, in its very truthful delineation of child life, of Miss Alcott and Mrs. Ewing.

It is interesting to notice the motive of the first American author who acquired a reputation as a writer for children — Peter Parley. He began to write about the close of the first quarter of the last century, and he undoubtedly gained his impulse from the members of the English school who wrote mainly to impart information. The Aikens' "Evenings at home," which is now the best-known book of that school, elucidates all manner of subjects from the manufacture of paper to the transmigration of the soul. While a book of such character naturally touches upon many things which are beyond children, it has the attraction of the modern magazine for desultory reading, which children as well as grown-ups enjoy. Peter Parley was quite as versatile as the Aikens; his main subjects were history, biography, travel, astronomy, natural science, and his books had a tremendous popularity. He had a certain mental quality of childlike love of wonder which gave his work the naïveté which is charming to the grown-up, but it is doubtful if his books could ever be resuscitated. American children's literature at no time showed any breadth of imagination or any unity of spirit. The work of each author seems quite detached from the work of others. Jacob Abbott, who wrote later, has some claim for a permanent place in literature based at least on his atmosphere of rural New England life. He shows fine ability for detail and an excellent knowledge of children's interests, but he lacks entirely a sense of the dramatic, and, unfortunately, the life of the modern American child is too fast moving for much sympathy with these pictures of quiet, wholesome life. Now and then a child will show great fondness for his books, but they cannot be popularized unless, perhaps, in that section of the country in which they were written. Hawthorne was the first American who showed an appreciation of great idealistic literature when he wrote his "Wonder book," but his method was realistic in that he avoided the classic spirit and gave the

myths modern habiliments. Kingsley, in England, followed soon after with his "Heroes," in which he takes great care to preserve the classic spirit. We should say that with Hawthorne's more doubtful method none but his genius could achieve his success. It would certainly be a greater loss to a child never to read the "Heroes" than never to read the "Wonder book," although the latter is more attractive to children because of that touch which is realistic to the child.

About this same time Dickens wrote his "Child's history," which was preceded some twenty years by Scott's "Tales of a grandfather." It is entirely fitting that Scott should be the one to appreciate the value to children of another class of idealistic literature—the legend. Scott's method and ability for such work has never been questioned, while it is now an accepted theory that Dickens's strong partisanship unfitted him for historical work. However, his method is right, although there may be unpardonable inaccuracies. He approaches his subject through legend and he clothes it with reality. He is the main historical basis we have for children of all that is picturesque in the past of England.

The peculiar fitness of the semi-historical romance for young girls was seen by Grace Greenwood, who, in her "Merrie England" and "Bonnie Scotland" rewrote the romantic legends. While her work cannot be called historical, she gave the spirit and atmosphere of early times with a touch of pure feminine sentiment which shows her strong sympathy for a young girl's craving for romance. She is one of the very few fine authors who have produced books which belong peculiarly to girls.

No cursory glance at the development of a literature for children is complete without a mention of the Sunday School books which sprung from the great religious revival of the 18th century. The spirit of this appeal was through the emotions, as instanced by Dinah's preaching in Adam Bede. The methods used were those of the moral school, the over-accentuation of a virtue, usually self-abnegation; but while this was a legitimate means in the didactic school because it appealed to the judgment and reason in an

impersonal way, it was an illegitimate use in the religious book because the appeal is so entirely personal that the judgment is unbalanced and the real meaning of life and one's relation to it is destroyed. However, about the middle of the 19th century we find a saner method of religious teaching in both verse and prose. Dr. Watts's doctrine

"'Twas to save thee, child, from dying,
Save my dear from burning flame"

becomes with Mrs. Alexander,

"We may not know, we cannot tell
What pains He had to bear,
But we believe it was for us,
He hung and suffered there."

The great opportunity of the religious story was shown by Miss Yonge when she wrote her home stories. With even greater detail than is usual for such books, and with an analysis which is entirely realistic, she pictures a girl's small faults and their gradual correction by means of the practical application of the Christian ideal to the trials of everyday life. It is possible for a girl to see in one of Miss Yonge's books her own place in the home life as well as to realize the possible evolution of a noble character. Such books as "The daisy chain" are the only sane religious stories we have and should be used with faith in their ethical value.

The period of 1860-1880 marks the greatest development in children's literature. Then were created the most truthful pictures of that child life which had been presaged in Blake's "Songs of innocence" and "Crofton boys" and "Mrs. Leicester's school." In this period, in Miss Alcott and Mrs. Ewing, we find childhood as we know it to be. Blake's interpretation of childhood was entirely idealized and spiritual. The child is his symbol of purest life. Indeed, we sometimes feel that he may not have written for children except that he says:

"And I wrote my happy songs
Every child may joy to hear."

Certainly the appeal he makes is entirely to the mystic child. His "Little lamb, who made thee?" is his best-known and most fitting poem for children. It remained for Mrs. Ewing, who stands at the close of our historical view, to combine the spiritual quality

of Blake which is universal to children with that seed of heroism which also belongs to all children and to picture in a more tangible way the child spirit. In all children's literature she is the classic author, the one who measures highest when judged by accepted standards. There is sometimes a tendency to compare her to her discredit with the modern authors of girls' books because the latter is more popular. One might as well compare a Meissonier with a Verestchagin because the latter would attract more attention in a gallery. Mrs. Ewing has cast her stories in such an exquisite mould that children who have read mainly the mediocre cannot find easily the kernel. Children enjoy "Jackanapes" and "Timothy's shoes" and others of hers when they are disclosed to them.

A study of the development of the literature for children is one of the cultural sides of our work. It develops our appreciation of the place which children's literature has in all literature, to know that great minds bent their powers in its direction when it had no place, and consequently they had no reason to expect that tilling in its fields could bring them either name or fame. With few exceptions the books mentioned are not those which children seize upon, but those which, even though naturally disregarded, have their value.

LIST OF BOOKS ILLUSTRATING THE BEGINNINGS OF A LITERATURE FOR CHILDREN

[This is a selected list of books to illustrate the subject and does not include all early books which may be recommended for use in a children's room.

Only modern editions are noted, and in the instance of Mother Goose and Grimm only editions which are practically reprints of the earlier ones. As far as possible, cheap editions are given as well as the expensive, which are more ideal.

The date is that of first publication.]

- | | | | |
|------|--|---------|--|
| 1715 | WATTS | 1789 | BLAKE |
| & | Divine and moral songs | | Songs of innocence. |
| 1720 | — il. by Gaskin. Page \$1 | | — il. by Geraldine Morris. Lane 1s 6d |
| 1765 | GOLDSMITH (?) | 1793-5 | AIKIN & BARBAULD |
| | History of Goody Two Shoes. | | Evenings at home. Routledge 1s 6d |
| | — ed. by Welsh. (Home & school classics) Heath 20c | 1796 | EDGEWORTH |
| | | | Parent's assistant. |
| | | | — Tales; il. by Thompson. Stokes \$1.50 |
| 1786 | TRIMMER | 1804 | TAYLOR, JANE & ANN |
| | Fabulous histories. | | Original poems for infant minds |
| | — History of the robins; ed. by Hale. (Home & school classics) Heath 20c | | — Original poems & others; ed. by Lucas; il. by Bedford. Stokes \$1.50 |
| | | | — Little Ann & other poems; il. by Greenaway. Warne 3s 6d |
| | | 1807 | LAMB, CHARLES & MARY |
| | | | Tales from Shakespeare. (Everyman's library) Dutton 1s |
| | | | — il. by Price. Scribner \$2.50 |
| | | 1808 | LAMB, CHARLES |
| | | | Adventures of Ulysses. |
| | | | — il. by Squire & Mars. Harper \$2.50 |
| | | 1808 | LAMB, CHARLES & MARY |
| | | | Mrs. Leicester's school. |
| | | | — il. by Green. Macmillan \$2.25 |
| | | 1809 | COTTIN |
| | | | Elizabeth; or, The exiles of Siberia. |
| | | | Peck 50c |
| | | 1809 | LAMB, CHARLES & MARY |
| | | | Poetry for children. |
| | | | — il. by Green. Dent 2s 6d |
| | | 1818 | SHERWOOD |
| | | | History of the Fairchild family. |
| | | 1842& | — il. by Rudland. Stokes \$1.50 |
| | | 1847 | |
| | | 1822 | EDGEWORTH |
| | | | Rosamond. Routledge 1s 6d |
| | | 1823 | PEARSON & SHARPE |
| | | | Dame Wiggins of Lee and her seven wonderful cats. |
| | | | — ed. by Ruskin. Allen 1s 6d |
| | | 1824 | GRIMM, J. L. K. & W. K. |
| | | | German popular stories; with designs by Cruikshank. |
| | | | — tr. by Edgar Taylor; with an introd. by Ruskin. Chatto 6s 6d |
| | | | While these tales were collected for their value to the folklorist, the first English translation was designed for children. |
| | | 1828-30 | SCOTT |
| | | | Tales of a grandfather. 4v. Houghton, \$4.50 |
| | | 1833 | MOTHER GOOSE |
| | | | Only true Mother Goose melodies; an exact reproduction of the text & il. of the original ed. of 1833. Lee 60c |
| | | | This is not the earliest edition of Mother Goose. |

- 1841 MARTINEAU
Crofton boys. Routledge, 1s 6d
- 1841 MARTINEAU
Feats on the fjord. Routledge, 1s 6d
- 1841 MARTINEAU
Peasant & the prince. Routledge, 1s 6d
- 1841 MARRYAT
Masterman Ready. Burt 50c
— il. by Pegram. Macmillan \$1.50
- 1846 ANDERSEN
Wonderful stories for children; tr. by Mary Howitt.
This included but ten stories
— Stories & tales. Houghton \$1
— Wonder stories for children \$1
— The most complete edition; recommended for the student of Andersen. Editions more attractive to children are the Lippincotts, il. by Stratton \$2; Nister, il. by Hardy \$2.50; McLaughlin 75c (no. 821)
- 1848 ALEXANDER
Hymns for little children.
— il. by John & Dorothea Drew. S. P. C. K. 1s
- 1850 ABBOTT
Franconia stories. 10 v. in 5. Harper, \$5.
- ABBOTT
Biographies. Harper, 30c.
Select the lives which appeal most directly to children, such as Hannibal, Alexander, Mary Queen of Scots.
- ABBOTT
Rollo books; Rollo's travels in Europe. 10 v. in 5. Mershon, \$2.50.
- 1851 HAWTHORNE
Wonder books for girls & boys. Houghton \$1.25
— il. by Crane. Houghton \$3
- 1851 RUSKIN
King of the Golden river. Page, 50c.
- 1853 CRUIKSHANK
Fairy library.
— Cruikshank fairy book. Putnam \$1.25
- 1853 HAWTHORNE
Tanglewood tales for girls & boys. Houghton, \$1.25.
— il. by Edwards. Houghton \$2.50
- 1854-5 DICKENS
Child's history of England. (Gadshill ed.) Scribner \$1.50.
— il. by Wilson. Dent 5s
- 1856 KINGSLEY.
The heroes. Macmillan \$1
— il. by Robinson. Nister 7s 6d
- 1856 YONGE
Daisy chain. Macmillan, 3s 6d
- 1857 HUGHES
Tom Brown's school days. (Cranford ed.) Macmillan, 3s 6d
- 1865 DODGSON
Alice in Wonderland; il. by Tenniel. Macmillan \$1
- 1866 YONGE
Dove in the eagle's nest. Macmillan, 3s 6d
- 1868-69 ALCOTT
Little women. Little, \$1.50.
- 1869 ALDRICH
Story of a bad boy. Houghton, \$1.25.
- 1870 MACDONALD
At the back of the North wind. Burt, \$1.
- 1871 ALCOTT
Little men. Little, \$1.50.
- 1872 EWING
Six to sixteen. S. P. C. K., 1s 6d
- 1872 EWING
The miller's thumb.
— Jan of the windmill. S. P. C. K. 1s 6d
First published in *Aunt Judy's Magazine* under the title of "The miller's thumb."
- 1873 CARY, ALICE & PHOEBE
Ballads for little folks. Houghton, \$1.50.
- 1873 EWING
Lob Lie-by-the-fire; il. by Caldecott. S. P. C. K. 1s
- 1874 CRAIK
Little lame prince. Harper, 60c.
- 1876 ANDREWS
Seven little sisters. Ginn, 50c.
- 1876 MOLESWORTH
Carrots. Macmillan, 2s 6d
- 1879 EWING
Jackanapes; il. by Caldecott. S. P. C. K. 1s

GOOD COLLECTIONS

- LUCAS, ed.
Old fashioned tales; il. by Bedford. Stokes, \$1.50.
Well chosen stories from Thomas Day, Maria Edgeworth, the Lambs, Jacob Abbott, Peter Parley & others
- LUCAS, ed.
Book of verses for children. Holt, \$1.
Poetry of the moral school under chapter headings: Compressed natural history, Unnatural history, Old-fashioned girls, Old-fashioned boys
- MACDONALD, ed.
Babies' classics; il. by Hughes. Longmans, 4s 6d
Collection of poems for young children, from Blake, the Taylors, Watts, Mary Howitt, George MacDonald, Kingsley & others
- SCUDDER
Children's book. Houghton, \$2.50.
Many of the best old poems & stories under chapter headings: A few songs, The book of stories in verse, The book of familiar stories

SUBJECT HEADINGS IN DICTIONARY CATALOGS*

BY WILLIAM WARNER BISHOP, *Reference Librarian of Princeton University*

NO library worthy of the name fails to give its readers some sort of clue or guide to the contents of its collections. Its first purpose is, generally speaking, to provide an inventory of its books as they stand on the shelves (the shelf-list), then to give an inventory by authors (the author catalog), and last, perhaps because most difficult, comes the index, or guide, or key to the subject matter of the books. Most librarians are fairly well satisfied with their shelf-lists and author catalogs if they are reasonably up to date and accurate. But few librarians and fewer scholars who use libraries are thoroughly well satisfied with their subject catalogs. The principles of author entry are indeed not all determined. Few matters engage our interest more keenly than the long-expected agreement between our association and the British association in this particular. But the comparative simplicity of the rules now in force, and the substantial progress already made toward uniform and sane entries encourage us to think that we are pretty well off on the side of author cataloging. Our methods of indicating to readers what the library possesses on the subjects of interest to them are by no means so simple or so uniform. It may not be out of place, then, to discuss some of the important problems of subject cataloging.

It must be laid down as the prime essential of all subject catalog work that the end in view is the rapid and easy consultation of the catalog by the student who uses it. I say "student," because no one spends much time on a subject catalog who is not interested in some subject to the extent of wanting to see what books the library has on that

topic. Now he must not be discouraged at the outset by any formidable and intricate machine which only an expert can use. The catalog must be so constructed that he can discover easily and quickly what he wants to know. This seems a simple requisite. Yet practice shows that it is one of the most difficult ends to secure. No amount of ingenuity can make a subject catalog which shall be absolutely without flaw in the matter of uniformity; no one can always consult it without effort. The student who knows at least a little of his subject and related subjects must then be the normal "public" of a subject catalog. But his road must be made straight and the rough places must be made plain for him. Ease of consultation, then, may be laid down as a fundamental basis for work.

Rapidity and ease of consultation will be secured only by most careful planning. There are certain decisions which must be made by every librarian beginning or revising a catalog of subjects. Once taken, these decisions must be adhered to, while a change once decided on must be carried out root and branch. Too many of our subject catalogs of all sorts are medleys of opposing decisions of different catalogers, all made in good faith and with the best of motives. As compared with an author catalog there are few means of checking divergences. Careful planning, then, is half the battle. It matters little, from one point of view, what the decision is. The important thing is to have a conscious policy and to stick to it.

The larger the library the greater is the need for uniformity in the matter of subject headings. The small library need not bother itself greatly about principles of subject entry. When its books are all easily accessible, its readers and the library staff alike will rely on classification and current bibliography rather than on catalogs. When you can go straight to the shelves and pull down in a few minutes all the books in the library having any possible bearing on the thing you want to know, you don't care much for a set

*In this paper I have limited myself strictly to my individual opinion on the matters treated, and have in no way endeavored to set forth the practice or theories of the Princeton University Library with regard to subject cataloging. I wish to make this statement, not because of any lack of sympathy with the practice of the library in which I am at work, but simply in order that my personal views may not be held to be an expression of Princeton's policy.

of cards in a tray. But the library which confidently expects to become large must needs beware. The day when the librarian or reference librarian with his ordinary tools can answer all ordinary questions will pass suddenly, and then, if the subject catalog work has been badly or inadequately done, comes confusion and trouble. Particularly is this true of the college libraries. Their catalogs are likely to get out of hand easily, and they are liable to periods of sudden inflation by gift, and the most careful attention is needed lest the entries under subjects become the butt of students and faculty, the despair of the reference librarian, and the torment of the cataloger.

One of the greatest obstacles to successful work in the field we are considering is the unfortunate fact that fashions in nomenclature change rapidly. Such headings as *Mental Philosophy*, *Natural Philosophy*, *Fluxions*, and scores of others current not so long since would hardly help the student of to-day. But more puzzling to him than these odd and old-fashioned forms will be the vague sort of "catch-all" headings that so frequently get into catalogs which do not have to be subjected to the test of cold print. "Practical Piety" in one card catalog I have seen was made to cover all modern sociological and economic works. The one essential for securing continuity and correctness in subject work is definition of the subject heading combined with sharp directions as to its use in the library's practice. It is not enough to determine on a heading. It must in all doubtful cases be defined most carefully and the definition preserved. The manner of interpreting the definition in practice must also be indicated. In other words, a (card) list of subject headings in use with all needed notes should be kept in every cataloging room. The extent to which these notes should appear in the public catalog is a matter for individual judgment.

In this paper there will be no discussion of the relative merits of classed, partially classed and dictionary catalogs of subjects. These matters have been long before us, and their respective claims are well understood. The dictionary catalog has—for good or ill—been generally chosen in our American

libraries. Hence our study will be directed toward certain typical difficulties which are met with in actual work.

Before taking these matters up in detail, let me call attention to one source of assistance and guidance which we too often overlook. Since the seventeenth century the makers of encyclopædias have been working at this problem. Scores of excellent encyclopædias have been in constant use in our reference rooms—and even in our cataloging rooms—but have they been studied diligently as models for headings? We may be very sure that they have been studied by their makers with exactly our chief problem in mind; and that is how to choose a caption which shall in a single easily understood word or phrase express the topic to be treated so clearly and definitely that it may be found and comprehended at once. The good encyclopædias do not show the fatuous entries and references found in even our good catalogs. There is doubtless a reason. I suspect it lies partly in the excellence of the editorial supervision for which publishers can afford to pay, and partly in the undoubted fact that each encyclopædia is based on half a dozen, or perhaps half a hundred, predecessors, and thus the headings as well as the articles are in a continual state of revision. The fact that the headings are all in print in convenient form, and are easily seen and found, is also a great aid in producing uniformity of editorial treatment. Still the fact remains for us to ponder. Encyclopædias seem to present fewer difficulties in consultation than subject catalogs, and are familiarly and easily used by many people to whom a card catalog is a bugbear.

Everybody is agreed on the fundamental principle that in dictionary cataloging the "specific" subject must be our norm. We want to get exactly the caption which fits our book and no other. Especially do we wish to avoid general headings for treatises covering a limited field. A man looking for a book on trees does not want to be sent to look through all the cards on botany, nor does the inquirer for information about Nelson want to see all the cards on British naval history and biography. He wants what we have about Nelson. As I have said,

everybody admits this. The smallest possible unit must be sought out and made the basis for the subject heading.

But the library has also books—many thousands of books, probably—which do not deal with one small, particular topic. It has treatises on Botany and British naval heroes. Hence there arises of necessity a set of subjects of a general nature, which are in effect identical with the large divisions of the classifications. We have general treatises on Philosophy, on Religion, on Sociology, on Philology, and so forth. And, further, we have general works on such topics as Physics, Electricity, Mathematics, Latin literature, Hydraulics, Political Science, Psychology, side by side with works of equal bulk and importance on divisions of those subjects, such as Heat, Alternating currents, Differential invariants, Latin pastoral poetry, Canal locks, Proportional representation, the Sense of touch. There must be general headings, class headings, if you please, in your dictionary catalog. The difficulty is to use them wisely. These general headings must never be used for anything but general treatises of an inclusive sort. They will be the same in a classed and in a dictionary catalog, and should be treated alike in both. Moreover, a first-rate dictionary catalog will use under these class headings—or headings common to both sorts of catalogs—a few of the simple and large subdivisions of classification, such as *History*, *Essays and addresses*, *Outlines*, *sylabi*, etc. In doing this it will not violate the dictionary principle.

But we should stop right here. Let us use the class headings when needed, but let everybody understand that they are strictly limited in their scope. Put it on the guide card so that all may see that "General works only are listed under this caption. For special treatises consult the cards with the heading of the particular subject wanted." An example should be given in each instance, and more than one, if necessary. In the case of the guide card for Chemistry there should be a statement that works on particular chemical products and compounds are to be sought under their own names. The illustration might perhaps take such a form as this—"for example, treatises on Chloroketodimethyltet-

rahydrobenzene will be found under that word."

It should be said, further, that caution is necessary at this point. Because some headings must be the same in any sort of catalog, and because some which are definitely group headings have to be used as a practical matter of common sense in a dictionary catalog, you will find catalogers continually reverting to these class headings. It's vastly easier to label a book Sociology than to pin its generally elusive contents down to one particular phase of social inquiry. We all tend to move unconsciously along the lines of least resistance. We shall never get our catalog of specific headings without constant vigilance, constant self-criticism, and drastic revision. We must have class headings so long as our libraries are not composed wholly of theses for the doctorate. And we must avoid them as much as possible.

There is a special form of class heading which bobs up serenely with exasperating frequency. I refer to the so-called "forms of literature," such as poetry, ballads, essays, orations and fiction. Shall we leave these out of our subject catalogs? Many libraries do. Shall we say to the student looking for German ballads, "You'll find them all classified in number so and so"? But then, you know, he won't. There are dozens of volumes of them in collections of one sort and another, for one thing. Shall we let our novels go without subject cards and depend on a special finding list of fiction? Shall we lump them all under Fiction in the subject catalog? Shall we subdivide fiction and the "forms" by language, or perhaps by nationality? Or shall we classify fiction in our subject catalog, and put historical novels with the history divisions to which they supposedly belong? These are burning questions with many libraries. Probably every one of them represented here has a policy already decided on and in force in this matter. Here I will content myself with saying that it is my observation that the form divisions in a subject catalog when thoroughly made and kept up to date are a great help in reference work. (And the reference work should be in close touch with the catalog work for their mutual good.) It is, moreover, a con-

siderable advantage to carry out the principle that every author card, generally speaking, should have a subject card matching it. Incidentally I may remark that I have found a mild form of the classification of fiction a great help. I refer to such headings as *U. S. History, Civil war, Fiction*, which have satisfied many a lazy body who wished to take his history diluted and disguised.

There are few librarians who will not follow us up to this point. We all know that we cannot wholly escape headings which are the same as the major divisions of any classification, and most libraries make some sort of subject lists of their works of so-called pure literature. But when we come to those large subjects which from their very nature suggest a geographical subdivision we leave uniformity behind. There is hardly any such thing, for example, as a treatment of Mathematics, or Logic, by countries, although we do find works on Greek Mathematics. These are, however, incidental to a certain period in the development of the science, and not a proper regional division such as may well be demanded in the case of Agriculture, or Geology, or Architecture. The pure sciences, then, do not enter very largely into this problem. But a very large proportion of the subjects about which books are written offer a double interest. They may be considered from the view-point of the region or country described, or from that of the subject treated. A work on the geology of Texas, for instance, may seem to belong to Texas, and to require the subheading *Geology*; or it may appear to have its chief interest for the geologist, in which case it goes under Geology, with the inevitable subhead *Texas*. This is all familiar enough. Mr. Cutter (Sec. 164) insisted that the only satisfactory solution of this problem was that of double subject entry. With this view I cannot agree. A consistent policy with regard to this class of subject headings which will rigorously enter under either the topic or the country is demanded in the interests alike of economy and of common sense. Whatever decision is taken, a reference must be made from the opposite form. Thus, if the library decides to enter under Geology. *Texas*, there should be a subject reference from *Texas*. *Geology*. Such a subject ref-

erence is much better than duplication of hundreds of subject cards.

But what shall the policy be? The practice of our leading printed catalogs is extremely varied. On the one hand we have a tendency to provide long lists of subheads under each country. This is the practice at least impliedly recommended in the American Library Association's "List of subject headings" by the printing of the long list of subheads to be used under country and state. On the other hand, to cite but a single instance, the Subject Index to the British Museum Printed Books (1881-1900) restricts vigorously the entry under the country or region, and allows but few subheads. Between the two plans there is a great gulf fixed. One assumes that a reader thinks along geographical lines when he wants a book, and looks under Greece for a book on Greek Architecture or Mythology, or for a treatise on the Geology or Agriculture or Education of that country. Perhaps he does. The other presumes that a reader considers his subject first, and then runs down its geographical ramifications later. Is there any principle on which this matter may be decided? Must we always make special decisions? There is at least one principle which favors grouping by countries rather than by topics. It is generally held that the dictionary catalog should supplement rather than copy the classification. Now the books will doubtless be classified on the shelves by subjects rather than by country in these topics which admit of double treatment. Therefore if books treating of such topics as Education, Missions, Agriculture, Slavery, Architecture, Painting, etc., from a regional or national point of view—as Central African Missions—and not covering the whole field, are entered under the country or region, the subject catalog will show more about those regions than the classification will at any one point. This seems to me the sole argument for making use of this form of entry.

Now, on the contrary, I believe that the British Museum practice and that of the Library of Congress are more nearly in line with the habit of readers and the view-point of the makers of books. If we leave out the historical sciences, the main interest is the

topic and not the region. In the pure sciences we have already eliminated the regional or national principle. In the applied sciences and the arts, both useful and fine, we may safely do the same thing. These divisions are very extensive. I advocate, then, a deliberate policy of restricting the entries under the country or region to those topics which have a strictly local interest, *i.e.*, the field of the historical sciences, and such of the social sciences as depend for their value on local conditions. To be specific, I would not put a book on the geology of Texas under Texas, but under Geology with the subheading *Texas*. I would limit the subheads under a country to those which seem absolutely necessary. For everything else which might be expected under country I would make a subject reference card. This may be begging the question. It may be abandoning the search for a guiding principle. But it seems to me that the habit of most readers and authors is a fair guide for us. After all it is for them that the catalog is made.

One word before leaving this topic. At no other point of subject catalog work is definite adherence to a fixed rule more necessary than here. A decision once taken in this matter should be rigidly executed. If this is done, the people who use the catalog will quickly learn to follow the principle adopted and will in consequence consult the catalog with ease.

If the practice of restricting the entries under subheads of countries or locality be followed, we at once encounter the difficulty of the so-called "national adjective." Having eliminated *France.Art*, are we going to cut out *French Art*, *Greek Mythology*, *Roman Roads*? Certainly we must. We must say *Art.France*, *Mythology.Greece*, *Roads.Rome*, or we shall soon find ourselves in a maze of confusion. It will, however, be necessary, in my opinion, to use the national or linguistic adjective with the literature or language of a country or region. We shall probably be obliged to say *French language* and *French literature*, since *France.Language* and *France.Literature* do not necessarily express the same ideas. As in the case of *France*, so also in many other instances the national and linguistic areas are not

identical. German language and German literature, for example, are wider in their scope than the political boundaries of the present German Empire, and the same is true of the English language. The linguistic and national areas are different in Switzerland, in India, and in many other regions. Another objection to the use of the national adjective is found in the fact that we have all sorts of corporations and institutions whose names begin with American, British, French, etc. Read the headings beginning with either "American" or "British" in the published catalogs made on the dictionary principle of any of our libraries, and see what a medley is produced by the mingling of names and topics. I hold that the national adjective should be eliminated from subject headings, save for the two linguistic usages mentioned. This will cause some trouble, for a great many people are accustomed to think of American Indians, British commerce, French porcelain, etc. But the practice will save trouble, too. It will reduce the number of places in which one must look for a topic (the chief drawback of Poole's Index), it will obviate much apparent confusion in the arrangement of headings, and it will introduce some system into alphabetical subject catalogs at a point where system is much needed. The practice of the encyclopædias is against the extensive use of the national adjective.*

It may be objected to this that we merely transfer our excessive use of subheadings from the country heading to the subject or topic heading. It may be urged that by this plan the subdivisions under topics become very unwieldy. In answer I would say that the subheads undoubtedly become more numerous under the topic, but that they belong there rationally, and there will be plenty left under the country. The person consulting the catalog is obliged, it is true, to run his eye over many guide cards, and perhaps over several trays to find his particular books. But that is far easier for him than going from one part of the catalog to another, looking now under *France* and now under *Spain* for a work on the mineralogy of the Pyrenees,

*There are some exceptions, notably the most recent edition of Brockhaus.

for instance. Again he remains certain, after looking at the subdivisions under Mineralogy, that he will not have to look also at the cards headed Pyrenees Mts.—he has all the cards before him for Mineralogy. We can't eliminate subheadings from our alphabetical subject catalog. At least, if we can, no one has arisen to show us how. If a separate guide card is used for each heading and subheading, we shall find the difficulty of consultation very greatly diminished. And with all the admitted difficulty of finding a small subdivision of a big topic, we still get it more quickly, I think, by this method than by the classed catalog with its alphabetical index.

It will have occurred to those who have followed this discussion thus far that a good many subheadings under both country and subject might be avoided by the use of inversion. We might say, "Roads, Roman," "Architecture, Gothic," "Psychology, Social," etc., and everybody would understand what we mean. The use of inversion has its chief defense, it seems to me, in the fact that it keeps together related topics. It is certainly convenient to have "Psychology, Animal," "Psychology, Comparative," "Psychology, Morbid," "Psychology, Social" in orderly sequence and close together. But despite this convenience, as a matter of form of heading, the practice of inversion is to be regarded as fully as pernicious in the subject catalog as in the author catalog. The objections to it are patent and well known. There is one catalog which regularly and always inverts, which enters under an adjective form only in the rarest instances. I refer, as most of you will surmise, to the magnificent Index Catalogue of the Surgeon General's Library. No one will dispute the high authority of this catalog as a scientific product. It is the most remarkable thing of the kind ever done in this country. But I imagine that despite its example we may be more truly scientific if we set our faces squarely against inversion. The worst thing about inversion is the utter lack of certainty as to which several forms may be used. If in our author catalogs we have come to the point where we can write "Michigan. University," why should we not write "Psychology. *Animals*"? There is not time to elaborate in this paper the argument against inversion. We must

be content to dismiss it with the single proviso that well established phrases beginning with an adjective such as Republican Party, Political Science, etc., need not be called in question either by those who would always invert to serve their convenience, or those who are steadfastly against the practice of inversion. The larger question whether the ordinary phrase, *e.g.*, Comparative anatomy, Animal psychology, should not always be employed instead of some device whereby the noun remains in the first position is well discussed by Mr. Cutter in his Rules. My own opinion is for the regular use of the phrase in current use in the form in which it habitually occurs in titles, save in the numerous cases in which a caption with proper subhead better expresses the idea.

There is one class of subjects which gives trouble alike to classifiers and catalogers. Wherever a classification or a catalog is subdivided on a geographical basis, or wherever geographical headings are given, the fact stares us in the face that "geographical expressions," to use Prince Metternich's phrase, are by no means permanent or dependable. The map of the world has suffered startling changes since books began to be made. Certain difficulties which confront us in geographical headings deserve attention.

Even the continents give trouble. The terms America and Asia are used very loosely in popular speech, and even in indexes of subjects. Does North America include Mexico and Central America? Where does Western Asia leave off and Central Asia begin? Does the term America as a heading or subheading include both North and South America? Shall we write America, North or North America? What do we mean by Central Africa? These are questions which have but to be asked to raise sharply the point that definition and consistent adherence to definition are essential in the geographical terms to be used. I say nothing of the formidable adjective American, for I hope we may largely banish initial geographical adjectives from the catalog. But the official catalog of subjects should certainly contain very carefully planned directions as to the use of continental designations, as well as of the smaller divisions of geography.

But troublesome as ill-defined geographical

concepts may be, they are nothing in the way of difficulty compared to the name of regions which have ceased to represent present political conditions. There are a number of countries which no longer exist as states, whose political life as separate entities has ceased. A region such as Poland, for example, which has been absorbed by one or more countries offers a most perplexing problem. The word Poland corresponds to nothing on the map or in official gazetteers, but it is still in everybody's mouth. Travellers still use the old national name on title pages of descriptive works; historians and others write on former or even present-day conditions. And yet in our larger libraries we have official documents and other works treating of this once independent state from the standpoint of Prussian, Austrian and Russian provinces. I do not believe that we can get around the difficulty by lumping everything under the popular name. Neither do I believe that we can ignore it in the case of travel and descriptive works. (Of course I am not referring to books on Poland before the partition.) There are plenty of similar cases, although few with such complications. It seems to me that the common name must still be used where it is employed on title pages, and that the official regional designation of the present day must be employed where needed because of either the title or the contents of the work. This will necessitate a lengthy "See also" reference, a thing to be avoided wherever possible.

Ancient and mediæval states and countries with no continuing name or precise modern geographical equivalent give less difficulty. Their ancient names may safely be used. The trouble is, however, that both descriptive and historical works dealing wholly with present-day (or at least modern) conditions frequently employ the ancient name in titles. In such cases the modern form of name should be regularly used as a heading. Such ancient regions as Pontus, Epirus, Dacia, Africa, Gaul, Granada (Kingdom) may well receive separate subject entry, but it will instantly be seen how much confusion would arise from using these headings for modern works dealing with present conditions. Take "Africa,"

for example. Properly used it means in antiquity the single Roman province erected on the ruins of the Carthaginian city-state, limited in its extent to about the boundaries of modern Tunis. So used the term has a distinct value. But a modern work on Tunis, or even a discussion of archaeological problems occurring in the limits of the ancient province should not receive the heading of Africa. There is, then, great need for care and a well-defined policy in these matters of ancient geographical designations which have no precise modern equivalents. Somewhere a very careful working out of the proper limits of the subject heading adopted for such countries and regions must be accessible to the cataloging staff, and perhaps to the public. It will not do, for instance, to say merely, "Tunis—See also Africa (Roman province)"; "Africa (Roman province)—See also Tunis." These loose "See also" references are the refuge of careless catalogers. In their stead must be a careful explanatory note giving the dates and boundaries within which the heading is applicable.

It may be worth while to stop at this point for a word as to these "See also" references. It was a rule at some time in the dim and distant past of cataloging to make "See also" references from each subject named on a title page to every other subject so named. All students of cataloging methods well know some of the ludicrous results of this rule. It is creditably reported that as a result of this rule rigidly applied such references as these were made and printed. "Brain, *See also* Cheek, Tumors of the;" "Cheek, Tumors of the, *See also* Brain," because forsooth both subjects got into one of the long-winded titles of earlier days. Probably these "See also" references cannot be wholly eliminated from catalogs. It is a very good thing at times to have a student reminded of allied topics and similar headings. But the tendency to their abuse is so great that it would seem a better course to make carefully worded explanations rather than to multiply these references. And I believe we should not suffer greatly were they excluded entirely from the subject catalog. They frequently give the im-

pression—unjustly, of course—that the cataloger is either trying to show off his knowledge of subjects, or considers that the user of the catalog has none.

To return to matters geographical. Few problems are more difficult as matters of actual practice than the making of a perfectly clear arrangement in a card catalog of easily understood and intelligible headings for countries or regions which have had a continuous written history from ancient to modern days. The most conspicuous of these are Egypt, Greece, Rome, and Syria. The boundaries of Egypt have been practically the same from antiquity to the present day. Hence we are not so much troubled by the question of the physical extent of the heading. But we are directly "up against" the question whether we shall say Egypt (Ancient), Egypt (Græco-Roman), Egypt (Saracenic), Egypt (Turkish), Egypt (Modern), or something of this sort, or whether these headings should be used as second subheads following the recognized subdivisions under the country. For example, Taxation is a frequently employed subheading under country, and we happen to have a great mass of material on taxation in Egypt in many ages. Shall we write Egypt (Ancient).*Taxation*, Egypt (Græco-Roman).*Taxation*, etc., or Egypt.*Taxation*.(Ancient), Egypt.*Taxation* (Græco-Roman) period, etc.? The second method keeps the country as the main heading and places the period last, and is therefore preferable, in my opinion. But in neither case can we get away from three alphabets in arrangement. The method advocated, namely, of keeping the period division last and considering the topic as the more important matter, falls in with our ordinarily received method for modern states. Thus we generally find such headings as this: United States.*Taxation* (Colonial period), rather than United States (Colonial period).*Taxation*. Which ever method is adopted, whether we break up the country's history into certain well-defined periods and treat these as if they were separate wholes, or whether we regard the country in all its history as one and arrange topics under it with chronological divisions, the dates of the different periods will have to be

worked out with care and recorded in the official list of headings. When this is done it will probably be found that the books seldom fit the dates previously arranged. What to do with overlapping books—books which fit into no general scheme—is a sore problem in cataloging as in classification. We must either go on forever making new and more minute subdivisions and arranging the subject cards chronologically by the first date in the heading, or else we must assign the subject by the preponderance of interest of the book itself, placing it in that division of the subject where most of the narrative or discussion falls. The majority of catalogers will doubtless prefer the latter method. The specific dates may be put in the heading as a matter of guidance to the person consulting the catalog, but in this case they will be ignored in filing.

Rome presents worse difficulties than Egypt. In the first place we have to encounter the fact that both the city and the state—originally one—have a voluminous literature. Confusion here is disastrous, and yet it is found in many catalogs. The city of the seven hills must be a subject by itself, reserved for separate treatment. Its municipal history is to be kept separate—where possible—from the march of the mighty empire, and its monuments must receive treatment distinct from that of Roman remains in general. It would seem a very good plan in arranging cards to put the country heading first, then the city heading, and finally the heading for its numerous monuments and regions. Thus I would have such classes of headings as Rome.*History*.*Empire*, Rome (city).*History*.*Middle Ages*, Rome (city).Forum Romanum. If this distinction between the city and the state is not made in this and other cases, we shall have a confusion which will make our catalogs unusable. Moreover, in treating the Roman state it will be as necessary to define dates and boundaries as in the case of Egypt. I will not go on to speak in detail of Greece and other countries having a continuous recorded history of many centuries. Enough has been said to show the need for careful planning in giving subjects to works on such countries.

Still another cause of confusion is closely allied to these we have just been considering. We have numerous cases in which ancient and modern geographical terms do not mean the same thing. I have already cited Africa as an example. The loose habit of catalogers of projecting modern geographical terms into the past is most discouraging to students. Take, for example, such designations as Germany and Austria, to cite large regions. Their boundaries are not to-day what they were even fifty years since, and books describing particular regions not formerly in their limits and referring wholly to former times should not be listed under the modern caption, if suitable ones can be found in the older names. This is merely the principle of the specific heading applied to geographical problems. Again in certain particulars the modern geographical term may represent a much smaller area than the same term at an earlier date. Venice and Genoa are instances in point, and many more might easily be cited. A book on the Venetian remains in the Greek islands hardly deserves a subject, Venice. *Description and travel*, although one on the Venetian supremacy in the Levant might well have a subject for Venice. Separate geographical entities such as islands and peninsulas are more easily treated as a rule than other regions, as confusion is less likely to arise in their cases.

Finally a word should be said in protest against subject headings of an indefinite sort for frontier or partially settled regions. "The West" in American history is one such. The phrase "Old Southwest" is another. The objection lies rather against the indefinite nature of the heading than against its use, if once it be well defined. The various regions in Central Africa offer similar difficulties.

If countries having a continuous recorded history present difficult problems to the cataloger, so also do subjects of inquiry which have given occupation to generations of scholars. Such studies as political science, economics, philosophy, mathematics, chemistry, botany, medicine, theology, rhetoric, etc., had their beginning for our Western world in Greece and are live topics to-day. History and description of countries show the same

long line of writers. Now it is obvious that some discrimination is needed in cataloging the authors who for twenty odd centuries have discussed such important subjects as the theory of the state, the art of healing, or the science of mathematics. The distinctions which a printed catalog can show by varieties of type and the rapid view of many pages with their headings are of course impossible in a card catalog. If it is manifestly improper to compel the student seeking the library's best treatise on agriculture to turn over numerous cards for editions of Cato and the other *Scriptores de re rustica*, so also is it unwise to neglect the fact that agriculture and all other sciences have their historical side. If we are going to give subjects to all our books, then Cato must have a subject card somewhere under agriculture. Here is where the average dictionary catalog breaks down. It furnishes under such topics as those we have mentioned a dreary array of cards, frequently many trays of them, through which the discouraged student must work to find his modern books. Every hundred thousand volumes added to the library but increases the task of consultation. The cards thus become what no one wants, an alphabetical list of all the writers who have ever treated of a given topic. The catalog must either distinguish books whose value *for the subject* is purely historical, or it must arrange its cards chronologically (by author), putting the latest works first. In other words, the alphabetical principle of sub-arrangement must be abandoned under subjects, or else we must introduce another division under these subjects having a continuous history, *i.e.*, a class of books having an historical value only.

But when does a book begin to have a merely historical value? There's the rub! It is not possible to determine this by chronology alone. Can we consider Aristotle of merely historical importance in the discussion of poetry or drama, of political science or ethics? Most assuredly not. But yet his works on physics and natural history are absolutely without profit to the average student of to-day. No one will say that Kant's writings are out of date, and yet his psychology would

hardly benefit the modern student in our college classes. It is plain that discrimination of the highest order must be employed in this matter, or else we must adopt some mechanical arrangement such as the filing of cards in chronological order, which after all works a sort of rough justice in the matter of relative values. Let us be severely honest with ourselves here. Who of us can say that the trays headed Theology or Law in most of our catalogs of libraries of over one hundred thousand volumes are practically useful as they stand to-day? Who would not rather consult a good bibliography and then the author catalog for books on those topics than attack the direful array of cards in the hope by some means of at length securing an interesting and valuable set of references?

In formal political history and in economic history as well the sources should certainly be distinguished from the recent treatises. The *Germania* of Tacitus, for instance, is an excellent source for the early history of the German Empire, but it is positively foolish to list it side by side with the works of Von Sybel and Ranke under Germany. *History*. The subhead of "Sources" under history is a convenient and valuable limbo for bygone works and for collections of documents. There is opposition, and sensible opposition, however, to using it for merely obsolete treatises.

We might adopt some such scheme as this:
Political Science. *Modern works (since 1850)*
and important earlier works.

——— *Works between 1500 and 1850.*

——— *Medieval works.*

——— *Ancient works.*

The divisions suggested here might perhaps be the same in all cases, or they might better be made to conform to well-recognized divisions in the history of each topic. The alternative plan is the arrangement of cards by date of publication, or by first date of the author (to keep editions together). I confess I prefer the latter, although I am far from wishing to put myself in the position of assuming that the most recent work is necessarily the best. Still the chances are that it represents the most recent stage of investigation.

Almost every librarian is willing to concede this in the matter of bibliographies, acknowledging that the last to appear should first meet the eye of the person consulting the catalog. Why not adopt the same principle for every topic, as is done in some of our libraries? We have, be it remembered, the author catalog at hand for every one who already knows the authors he wants. Why compel the seeker after information to wade through another author list under each topic? It may be observed that an annotated catalog would be almost forced to put first its cards for the books most highly recommended.

There are a few practical points which I wish to take up before closing this paper. First, shall we definitely limit the number of subject cards to a given book? In view of the immense size to which our card catalogs are growing is it wise to say that when the library reaches a certain size—say 500,000 volumes—it will henceforth assume that the necessity for making cards for any other than the subject of prime interest in a book has passed? Shall we take it for granted that there will always be other works which cover the topics of secondary interest? This view is maintained in some libraries whose authority we all acknowledge. I venture, however, in opposition to this idea, to call attention to the statistics of our Princeton work published in the *Library Journal* for June, 1906. It was there shown that the number of subject cards per main entry was 1.47, and per title 1.2, although no restriction was placed on the catalogers other than a rigid insistence on the specific heading in all cases. This is so nearly the result aimed at in the rule that I submit that it is a better way of attaining the desired restriction of the unduly rapid growth of the card catalog than the strict limitation to one subject per book. It permits the liberal handling of a book which treats definitely of several topics, and yet it does not too greatly burden the subject catalog. The device of using but one subject entry for the various editions of a work whose value is chiefly historical would diminish the per cent. of subject to author cards to less than one in our library.

Again, it may not be amiss to urge that the

revision and co-ordination of subject headings should be definitely assigned to one person. Only thus can continuity and uniformity of the work be secured. Particularly is this provision needed in our largest libraries. I urge also as a most vital matter of practice that the chief reference librarian should be in constant touch with the cataloger who passes finally on subject headings. They will work together to great mutual advantage.

Moreover I wish once more to set forth the imperative necessity for an official list of headings in use in the library. This should be kept up to date with the utmost care. Each cataloger should have in convenient form a list of all subheads previously authorized under each class of topics, together with definitions of all these subheads. The list without definitions and interpretative notes will be of some small value, but with them will be vastly more useful. It should be kept where every cataloger can consult it, preferably in a case of trays made to swing on a pivot so that it may be consulted without disturbing the one at whose elbow it must be placed. The American Library Association list and the Sydney list, admirable as both are in their own way, will not suffice for any large library. An up-to-date list of subjects with adequate definitions kept on cards, is an absolute necessity in a well-ordered catalog department.

Is all this worth while? Is the card catalog

of subjects alphabetically arranged a real service to an institution? Most assuredly it is. When once it is made on consistent principles, when the student no longer has to fumble long trays of cards without headings or guides, filled with all the contradictory accumulations of generations of catalogers, when the specific topic stands out prominently, when each subject capable of two interpretations is sharply defined on a guide card, when consistency in geographical matters and uniformity of entry and sub-entry in topics of debatable form have been reached, there is no reason why a student should not find the card catalog of subjects self-interpreting, inclusive, useful. It has the all-important merit of definiteness and point. It tells any one who knows his topic what he can get directly on it. It lists both the obsolete book and the dead and gone state by themselves. It opens up to the reader the contents of the library. It is, in short, an alphabetical subject index to the books. If this is not worth while, what library effort is? If this be formal, dry-as-dust work, why are we working with books at all? Our aim as librarians is not merely to accumulate books. It is to help the reader to the books he wants—or ought to want. In a large library the only tool which accomplishes this result is the catalog, and of this the subject catalog is the part most difficult to make, most useful when well made.

SUBJECT HEADINGS FOR STATE DOCUMENTS

By ADELAIDE R. HASSE, *Chief of Document Department, New York Public Library*

IT is only proper that I should say at the outset that the theories which I advance in the course of this paper are my own, and that they in no way represent any library. It is, however, also proper to say that those theories are not based on speculation. My first seven years' library experience was gained in a typical public library, a government depository, and brought me into contact with the document problem as it obtains in probably 450 out of the 500 depos-

itory libraries. Next came two years' experience in organizing the library of the Superintendent of Documents, bringing me into close touch with the entire range of American federal documents, many of which are not common in depository libraries. After that came the privilege of nine years' work in building up the document department of the New York Public Library from a collection of 10,000 pieces to one of 185,000 pieces, representing almost all states of the

globe. This sums up what I believe I can say without arrogance is an experience unique so far as handling public documents is concerned. During the last nine years particularly, it has been necessary to make studies which have sometimes led me to take issue with standard cataloging rules where these applied to documents. It must be remembered that when these rules were first compiled the question of public documents had not been raised. The fact that subsequent amendments to these original rules particularize concerning documents, would seem to indicate the feeling of a need for a special code pertaining to this literature. It must, furthermore, be remembered that this literature is technical, and that the distinguishing feature of technical literature is not its form of issue but the subject which it represents. The cataloging rules are largely confined to provisions for the various forms of issue. It would be unwise for any librarian, as librarian, to dictate concerning the details of technical literature unless he were also specialist in that literature. As librarians we are all to prone to remark upon the effects of a specialist undertaking the duties of librarian. The rule works both ways.

In discussing subject headings for state documents you are touching upon a phase of the question for the first time. You have discussed author headings, always, however, confining yourselves to American federal documents. You have arrived at no conclusion in general, but you have two excellent models to aid you, namely, the Library of Congress cards and the session catalogs of the Superintendent of Documents.

In taking up subject headings I shall consider no documents the subject of which comes within the range of public economics or of the sciences. This eliminates at once from this paper all finance, tax, bank, insurance, geology, forestry, education, meteorology, agriculture, land, road and similar reports. The fact that books dealing with these subjects happen to be government publications does not in the slightest affect the subject headings for them. Subjects of the reports mentioned are not peculiar to public documents, and, in drawing up a schedule of headings, you will need to confer with the

economists and scientists. The only consideration these reports could have in a discussion of subject headings for state documents is not the assignment of headings, but the arrangement of headings after assignment. Thus, shall government reports on education, for instance, be arranged with periodicals, shall they be made a group by themselves under the subheading "government reports," or shall they be arranged geographically by state and country?

You ask, if the reports mentioned are eliminated from this paper, then what is there left? I answer that which is left represents the two fundamental powers of the state and belongs to Law and Government.

Law

For the sake of discussion we will divide the literature of the law into two groups, on the one hand polemics and exposition, on the other the textual literature. The latter comprises reports (used in the legal sense), statutes, treaties and proceedings of arbitration tribunals. Your method of subject entry for the former group, whether it is dictionary or class, is irrelevant to this discussion. I am presupposing that in using the dictionary method your system of cross references is perfect, and that, in theory, therefore, your class of law is intact in your subject catalog. Taking up first the reports, your author entry is "Country. Courts," or, "Country. Judiciary." Your subject entry is either "Law. Courts," "Law. Reports," or "Courts." The question I raise for discussion here is, what purpose is served by duplicating these entries? Is it customary to duplicate them? If not, what is the custom? In discussing this subject you should not stop with merely the entry word, but you should consider subarrangement of the reports of the courts of common law and of equity.

In the case of statutes your author entry is "Country. Laws," etc., or "Country. Statutes." Here again I raise the question of expediency of duplication. In both of these cases you have three alternatives, namely, to use both author and subject, author only with reference from subject, or subject only with reference from author.

The reports and statutes form such a large mass of always current literature, thus necessitating continual additions to the catalog record, that, on the ground of library economy alone, some recommendation for an economical method would be desirable. The rules are, I believe, silent concerning this detail.

While I have suggested the possibility of merging author and subject headings in the case of reports and statutes, in the case of treaties and arbitration tribunals I recommend such mergers. In the case of treaties the rules at present say: enter under each country party to the compact. In the first place, this rule does not provide for collections of treaties, and in the next place, providing for two or more authors for single treaties, the question arises, which author is the cataloger to use in making the subject entry? I have five editions of the Jay treaty. Am I to make ten author cards, five for Great Britain and five for the United States? And when it comes to the subject, which of these cards am I to use? That is the actual dilemma in which the rule, as it is to-day, places the cataloger of implicit confidence. Economically, the rule is a violation. Bibliographically, it is also disastrous. The five editions are cataloged at different times. The titles are not the same. The common practice is to arrange titles alphabetically under author. Your five editions of the Jay treaty may therefore be in five places under each of your two author entries. Does not the practical operation of this apparently harmless rule appeal to a sense of the ludicrous? I am perfectly prepared to have you describe my proposed alternative in the same way. I recommend, namely, the abandonment of author entries for all treaties, single and collected, and the concentration of all this material under the heading *Treaties*, if your catalog is of the dictionary model, or *International law, Treaties*, if it is a classed catalog. Under the heading of *Treaties* I would arrange, first, general collections, then collections by country, and then single treaties in chronological order. There would be references from "Country. *Treaties*," from personal compilers and from popular name of treaty. The chronological arrangement should in-

clude month and day of conclusion, and, whenever there is a popular name, that should be added in brackets. It should not be forgotten that in many cases a treaty may be the subject of a considerable literature. Some provision should therefore be made to keep together the text of a treaty and the literature about that treaty.

The next point I raise is the treatment of arbitration proceedings. I am not supposed to touch on author entries to-night, but before we can assign subject entries, we must have an author entry. Let us take as an example the Geneva arbitration for the settlement of the Alabama claims. I am sure most of you have worried over the six red cloth bound volumes in which the United States has printed the arbitrations under the treaty of Washington of 1871. Under this treaty there were four arbitrations, namely, under provisions of articles 1, 12, 22 and 24, that of the so-called Geneva arbitration settling the Alabama claims, that of the mixed commission, settling civil war claims other than the so-called Alabama claims, the Halifax commission settling fishery disputes, and the Berlin arbitration settling the northwest water boundary.

I will ask you to recall only your treatment of the arbitration under article 1 of the treaty of Washington, viz., the Geneva arbitration settling the Alabama claims. The United States and Great Britain are the two countries involved, and they agree, by treaty, upon a tribunal whose arbitration shall settle the differences they could not settle with each other. Each country presents to this tribunal an argument, a statement of its case, and a counter case. These arguments, cases and counter cases are printed in each country as a whole and also in parts. Now if we enter the edition of the whole arbitration which is printed in the United States under "U. S. State Department," which I find is the common practice, and the same arbitration as printed in London under "Great Britain. Foreign Office," are we not making two author entries for two editions of the same book? And when you stop to think a moment, what reasonable excuse have we to make the United States Department of State or the British Foreign office either, the

authors respectively of the proceedings of a specially appointed tribunal or court? The case becomes more complicated when you try to catalog according to the rule of country entry a separate of the American case, let us say, printed in London. Shall you enter it under United States because it is the American case, or shall you enter it under Great Britain because it is printed in London? Are you not sensible of the incongruity of your action in either case? Is it not reasonable to admit that popular custom here, as well as in the case of treaties is a compromise? And if it is a compromise, why we cannot put a finger on the difficulty, and settle upon some simple, rational way out of it? Why should we be any more timid to decide a case with the evidence in hand than were our predecessors to lay down general rules with apparently no consideration for specific cases? I have cited only the most prominent features of one of four arbitrations under the treaty of Washington. The cataloging of all editions of all four arbitrations and the retention of their connection with the treaty of Washington makes Mr. Crandall's famous instance of "part 2 of part 2 of volume 4 of part 5 of no. 1 of part 2 of volume 14" a simple proposition. The latter is an editorial idiosyncrasy and does not affect the cataloger as much as the collector. The former is an obstacle which the cataloger must overcome or be overcome by.

This matter of author entry for arbitration tribunals is one that cannot be decided without some deliberation, and until it is decided there does not seem much point in talking about subject headings. A brief review, however, may be of help to both phases of the difficulty. The large majority of arbitrations relate to either claims, boundary or fishery disputes. Many of these litigations are best known by popular names as Behring Sea Controversy, Alabama Claims, etc., and many catalogers use these popular names, some as authors, some as subjects. As I have suggested to you the desirability of formulating some rule for author entry, so I now recommend the desirability of a uniform subject entry. I would suggest

some heading which would prevent duplication of entry. If you follow the first impulse and use a country, either as main subject, or as sub-arrangement, as Alaska, Boundaries, for the Alaskan Boundary Tribunal, or Fisheries U. S. for the Behring Sea Controversy, for international proceedings, you are unavoidably driven to duplication. For if it is Alaska, Boundary it is also Canada, Boundary, and if it is Fisheries, U. S. it is also Fisheries, Great Britain. I would suggest as a simple substitute: Boundaries, International Disputes; Fisheries, International Disputes, etc., with a chronological sub-arrangement. You have now a focus and can refer from Alaska, Boundary; Canada, Boundary; U. S. Boundary disputes; Great Britain, Boundary disputes; Alaskan Boundary Tribunal, etc. You will object that no reader would look under Boundaries. To this I would reply that ordinarily the reader looks for that word which to him individually is most familiar. If the press has popularized a phrase for a certain controversy your reader will look for that phrase, as Alaskan Boundary Tribunal. Your rules, customary or written, tell you to put Boundaries under country or countries. There is conflict. You have got to compromise. With whom? With what? On the other hand, if the local press has not popularized a controversy, as the Venezuela-British Guiana boundary dispute, is not a reader just as apt to look under one as the other country? Your objection, therefore, to follow the reader in cases of this kind is not always valid.

Government

I had intended to consider here subject headings for those general publications of the state, included under parliamentary proceedings, government newspapers, hand-books, general reports, such as the American federal annual report of the Interior Department, etc., but there is no time. If you do nothing more than open up a discussion on the points raised, viz., duplication of entry for reports, statutes and treaties, and the proper entry for international proceedings, you will have accomplished much.

COMMON SENSE IN CATALOGING SMALL LIBRARIES

BY AGNES VAN VALKENBURGH, *Head Cataloger, Milwaukee (Wis.) Public Library*

NO doubt many of my audience, driven by a sense of duty, have attended, in former years, the meetings of the Catalog Section, and some of the bravest of you may have read our printed reports and have been discouraged thereby. The year that I was an officer of this section we spent nearly the whole of a lovely summer afternoon discussing the burning topic, "Shall the collation and series note be on a separate line immediately after the date and preceding other notes?" with the corollary, "Shall the collation precede the contents?" The battle as to whether 32 or 33 size cards are preferable has been waged up one side and down the other, and after quantities of oratorical blood have been spilt, the invariable result is that each side is more than ever convinced that they are in the right. The question of indicating size notation by letter or figure, or by giving the actual measurements of the book, has employed the brightest intellects of our profession during long spaces of time.

Attending these sessions has always produced in me a feeling of ignorance and depression. Now, depression is not a normal state, and ignorance is something which no cataloger can endure for a moment, so seeking a way to soothe my feelings without compromising my self-respect, I was inspired with the knowledge that these things are not for us. The Library of Congress, historical and university libraries are for scholars, and bibliographical details are important for them; but for any public library, small ones in particular, they are of no importance. If our entries should stray one-sixteenth of an inch too near the top of the card, nobody knows and nobody cares. Colophons and collation, thickness of cards and color of ink are as if they were not, to our grateful and careless public, who rise up and call us blessed if we can quickly give them what they are looking for; or better still, if we can enable them to help themselves to the library's resources.

The catalog of a public library may mean either a printed list or a catalog on cards. For the small library, however, the printed catalog is out of the question because of its expense; then it is out of date before it is in the hands of the people, and the American public is so progressive it always insists on having the very latest thing. There is a library in Michigan, with an annual appropriation of \$2100, which spent \$1526.70 in hiring an amateur to print a catalog for them. It was worth the money as a curiosity, and had the added charm of being up to date for a long time, as they could not afford to buy any books for nearly two years, but somehow it was not regarded as an unqualified success. At any rate they never did it again.

As a substitute for a more formal printed list, the local paper is nearly always willing to print a weekly column furnished by the library, either notes on new books or special lists taken from the card catalog, and the printer will usually run off as many extra copies of the lists as are wanted, for the cost of the paper. To print even a title-a-line finding list is beyond the reach of most small libraries, so this talk will be confined entirely to the card catalog, as that, like the poor, is always with us and often seems to be regarded with dread by the person destined by Providence and the library board to be the maker thereof.

A catalog is, or should be, the means of placing the contents of a library at the disposal of the public in the clearest, simplest and easiest form; the dictionary definition of this word differs from this and is not entirely satisfactory, but librarians should unite in adopting the revised version. The cataloger who bears this definition always in mind will find her duties greatly simplified. It is also desirable for her to remember that she is making the catalog for the public and not for herself; if she finds that her patrons are confused by cards of various colors,

written in inks of divers hues, let her drop the rainbow scheme and stick to black and white.

It is well to use the capitalization in ordinary use by the best writers; it is unpatriotic to write American with a small letter, *l'èse majesté* not to give the King his due honor, blasphemy to show so little respect for saints and martyrs, and lack of courtesy to deny any gentleman, but a Frenchman, a capital for Mr. Now that the linotype has done away with the scarcity of capital letters in type, let us stop being a warning instead of an example in this respect, and join the teachers in their efforts to instruct the young in the correct use of written English.

If it is necessary to consult a memorandum or look at a sample in order to remember how many times to underscore the principal word of a title, it will be perfectly safe to omit the underscoring altogether, as a detail which has so little significance for the cataloger will not greatly benefit the general reader.

Title entries are very simple, as it is only necessary to ask oneself if any one would look for the book by its title and make the entry accordingly, but author and subject cataloging are more complex, and present many difficulties to the beginner.

It is customary to make a very full entry on the author card, but for the small library it is only necessary to give the author, all of the title which will serve to explain the contents of the book, translator or editor, series if well known, and date. Of course one must beware of the man who has written a "Hand-book of botany," a "Manual of botany," a "Text-book of botany," and a "Treatise on botany"; his titles will not bear shortening, but such monotonously prolific writers are fortunately uncommon. It is unnecessary to give either the publisher or the size of the book on the catalog card, since all these details are given in the accessions book and may easily be consulted there.

The error of abbreviation to the point of confusing the patrons is to be carefully avoided in the struggle for simplicity. No community has ever yet been found which takes kindly to colon substitutes for Christian names. "J:" never seems to mean John

to the non-professional intellect, and is usually translated as an error in punctuation and a complexity in arrangement.

Give the Christian name in full if there is but one; if two or more, give the first in full and initials for the others, unless the author elects to place the emphasis on his middle name, when we will be courteous enough to follow his lead, only gratuitously adding the first name in full for the sake of the alphabetical arrangement. Whichever way one decides about authors who use pseudonyms, the choice will be regretted; but what is the use in making every one who wants Anthony Hope's books look under Hawkins? Of course it will increase the sum total of human knowledge, but will not information so acquired be more than overbalanced by the mental irritation of the patron? It also seems the only gracious procedure to take a man's name as he himself prefers it. Why should an unholy joy fill the cataloger's heart when she has searched the records and restored to an author a middle name or a few initials which he has discarded as superfluous? Librarians seem to be the only people in the world who have a constitutional unwillingness to let a man overcome the injustice or prodigality of his sponsors in baptism. This officiousness at times brings its merited punishment, for one library at least duplicated a set of the "Philosophical works" of Kuno Fischer, in eight volumes—German at that—because a too zealous cataloger supplied him with two additional names and neglected a cross reference card.

The idea of giving a brief biographical sketch of each person on every card written is a wicked waste of the most precious thing in the world. Catalogs are not unknown where there are 30 entries, each saying "Washington, George, first President of the United States, 1732-1799." Isn't that dreadful? If the patrons of a library do not already know who was the first president of their country, they are past helping by reiteration on a catalog card; but with a mistaken idea of helpfulness these catalogs will probably go on offering that truthful but absolutely useless bit of information until the end of time. Dates of birth and death are unneces-

sary on any card, unless to distinguish members of those fortunate families where the gift of authorship has proven hereditary.

The most important part of cataloging is the indexing of subjects, and here comes into play every scrap of knowledge which has ever been acquired. This is the only profession where a smattering of everything is of more value than an exhaustive knowledge of any one branch. Breadth, not depth of learning, is the desirable thing for a cataloger, and the only way to acquire this rather superficial knowledge is to listen when wiser folk talk, and to read, read, read. Read everything, prose and poetry, religion and the magazines, limericks and philosophy, good books, and those not so good; one can never become learned by following this course, but she will increase her usefulness, and that is better.

Entries for articles in books of collected essays or biographies ("analyticals" so called) form the most useful feature of a catalog. Any one can find a life of Milton on the shelves, but not every one knows that an illuminating essay about him is contained in Lowell's "Among my books"; the librarian might even forget it for the moment, but a good catalog does not forget.

The ability to judge of the importance of articles grows with experience; but it is better to include the doubtful one than to omit it and then regret it when too late. In this also it is well to season zeal with discretion; to enter Mrs. Alexander's "Forging the fetters" under "Slavery" or that old nursery classic, "The motherless turkeys," under "Poultry" is ridiculous but not unknown. A list of subject headings is absolutely necessary, and as this work has been done by experts so much better than any amateur could hope to do it, one should buy the "American Library Association list of subject headings" even if it means some sacrifice. It is not necessary to follow these headings exactly if others are preferred; it is always well to have a little independence in one's work, and each librarian knows the needs and peculiarities of her readers better than any one else can, and she should have courage to stick to the results of her own experience.

Subject entries should be made as easy to understand as possible; there was once a catalog where Catherine II. of Russia masque-

raded as "Yekaterina," because, forsooth, that is a transliteration of the Russian name. Of course librarians are familiar with the Latin names of plants and animals; but the small boy who has never heard of the *merula migratoria* looks in your catalog for "robin" and should find under that heading all which the library contains about that sociable bird.

Cross-references are so called from the effect they have upon the patron, but they are nevertheless essential and should be freely used. A cataloger should never be afraid to make entries in her catalog; it is a very desirable thing for librarians to have a good memory; but unfortunately, when they die, as does sometimes happen, they are compelled to take their memories with them as their reward or punishment, and an entry on a catalog card is of more stability than they. It is always a good plan to keep an eye on the topic which is of local interest in one's own town or state. When the Woman's Club has decided to study Russian history, Art in Spain, Earthquakes, and Cleanliness of slaughterhouses, all at the same time (many times the subjects are more diverse) the catalog should have as much as possible to say on each topic.

Fortunately one can catalog only one book at a time, and if it is impossible to determine what it is about from preface, table of contents, index or by dipping into it oneself, it may be handed to some specialist for his decision; or wanting such a coadjutor, one may consult the state library commission or the nearest cataloger who has had more experience. In many cases a book which is unintelligible in the afternoon may be as clear as day the next morning, so it is well not to feel that the perplexing ones must be done on the instant.

The librarian of the small library has so many duties that cataloging must be sandwiched in between janitor work and labors at the desk, and there is little time which can be devoted strictly to that branch; but after all it is not so very formidable, and the odds and ends of time cannot be more profitably employed. Made with a spirit of patience and courage and common sense, the catalog will come to stand for the two best things in the world, simplicity and helpfulness.

REPORT OF THE COMMITTEE ON BOOKBINDING

GEORGE F. BOWERMAN, *Chairman*; W. P. CUTTER, ARTHUR L. BAILEY.

AT the St. Louis meeting of the American Library Association the chairman of this committee presented to the Council on behalf of Mr. J. C. Dana (then absent in England) a request that a committee be appointed to investigate the subject of bookbinding for libraries, including book papers and publishers' bindings, leathers and methods and processes generally. The Council took the matter under advisement; and not many weeks previous to the Portland meeting appointed such a committee, with Mr. Dana as the natural chairman. On his declining to serve, on the ground that he was preparing for publication a book on the subject, the committee was constituted with its present membership, and at the Portland meeting presented a mere formal report. We now report as follows:

The committee soon became convinced that although Mr. Dana would not retain a place on the committee, yet because he has shown more interest in the subject than any other member of the Association, and because he was systematically investigating the subject for the purpose of preparing a brief work on it, now in the hands of the profession in his recently published "Notes on bookbinding for libraries,"* no good purpose would be served by duplicating his work and everything expected of the committee would be secured by the adoption of his conclusions in so far as they cover the work assigned to the committee.

As a further application of the principle of not doing independently what is being done as well by some one else, the committee, having found that the Leather and Paper Laboratory in the Bureau of Chemistry of the U. S. Department of Agriculture is making elaborate tests of leather and paper similar to those carried on by committees of the Society of Arts in Great Britain and by the German government, will therefore not take up this subject independently. The ultimate

purpose of these investigations by our government laboratory is to establish standards for leather and paper. These results will, when completed, be published by the Department of Agriculture.

Your committee will, therefore, confine its report to emphasizing some parts of Mr. Dana's book, with dissent from or supplements to statements made in it, to summarizing the results thus far obtainable from the government Leather and Paper Laboratory and to offering certain supplemental information considered useful to libraries.

Before taking up systematically the points to be covered it is desirable to restate the problem before the committee and librarians. It is a matter of common observation that publishers' book papers and bindings (in most books more accurately called casings) are steadily growing poorer; also, partly as a result of this, that with increases in circulation, bookbinding bills are steadily consuming disproportionately larger shares of annual appropriations. This is partly due to the fact that the first rebinding of books in active demand is often not effective and partly due to the fact that leathers most used on periodicals and other reference books are so poor as often to require renewal. The question, therefore, is one of great moment to all types of libraries from the point of view of economical administration.

DANA'S "NOTES ON BOOKBINDING"

The committee cordially commends Mr. Dana's "Notes on bookbinding for libraries" to all librarians. It is not and does not profess to be a systematic treatise on bookbinding. Readers of it are directed by Mr. Dana to Cockerell for such a work. But it does cover from the point of view of the librarian the most pressing of the questions involved in the field proper to this report—not finally, but tentatively, as any book or report must which deals with questions that have been so long largely neglected. What is also of great

*Published by Library Bureau, Chicago.

importance, the book serves to arouse interest on the part of librarians to make independent studies of the subject and to put them on the alert to get good value for the money expended. The experiences of both Mr. Dana and this committee in collecting statistics of the wearing qualities of original bindings and rebindings would seem to indicate a general indifference to this subject. If this report can do no more than to lead librarians to study the subject each for himself, it will be worth while.

Your committee, therefore, directs special attention to the following portions of Mr. Dana's introduction:

"In considering the subject of economical binding and rebinding for libraries, we find that we are entirely without standards. We have no figures for comparisons. Librarians have, save in a very few cases, made no study of the comparative value of bindings, either of original cloth or of the rebindings they have had put on their books. . . . The test of a binding, whether publisher's original, special from the sheets, or a rebinding, lies, for ordinary lending books, in the ratio of its cost to the number of times the book it covers is lent for home use before being discarded. This ratio has rarely been systematically noted. To the inquiry, does the method of rebinding which my library now employs give the best possible return for the money spent? most librarians must reply that they do not know. Reference and college libraries are often also much in the dark. The continued quite general use for permanent bindings of a leather which tests have shown will not last over 25 or 30 years at the most is an evidence of this. In England, as is well known, a good many years of careful observation and comparison of experiments have led a large number of librarians to the conclusion which some American librarians also accept, that first-class bindings, even at what seems like a high figure, put on before a book has received any wear at all, directly from the publishers' sheets, is the part of sound economy."

Mr. Dana proceeds to give a mathematical demonstration of the economy of the plan of buying books bound directly from the publishers' sheets, based on the life histories of 74 books in 18 libraries. These 74 books cost, including first price, rebinding and cost of handling for rebinding, an average of \$1.38 each. They circulated an average of 79 times each before and after binding, and were out of use an average of 5 weeks while being

rebound. Similar books can be bought so bound from the publishers' sheets that they will never require rebinding or repairing, and circulate 100 to 150 and sometimes 250 times before being discarded, for \$1.50 each. Of the 79 books reported on, 52 were rebound a second time at an average cost, including handling, of 40 cents, and were again out of use an average of 5 weeks. They then circulated an average of 43 times. These 52 books, therefore, cost an average of \$1.78 each, circulated 122 times each and were out of use 10 weeks, as opposed to a cost of \$1.50 for books bound from publishers' sheets that circulate from 100 to 250 times, with no repairs or loss of use necessary. Incidentally, it should be said that these figures are fully substantiated by statistics collected by and observations on the part of this committee.

The introduction to the book is so filled with sensible advice on this subject that it is hard to choose the best things from it. Mr. Dana controverts the idea that the high grade binding put on books bound from the sheets last too long, that is, until after the book is too much soiled. He points out that a book well bound, opening easily and lying flat without pressure keeps clean many times longer than one that opens hard, as is the case with books sewed on cords or with the whipstitching applied to most rebinding.

Speaking generally of American binding Mr. Dana says:

"One may frankly say that the character of binding done in nearly all libraries in America has been, up to the present time, a discredit to the library profession. We owe it to ourselves to take up this craft and do what we can to elevate it."

After his introductory chapter, from which we have quoted so largely, Mr. Dana describes the various processes of binding, machine work, the ordinary binding on sunken cords and the preferred flexible method of sewing on tapes with French joints, including the use of guards for plates and for end papers and first and last signatures, and a process of overcasting to produce flexible bindings. Binding materials suitable for books to be subjected to different kinds of use are given, based on experience and specifications designed to secure binding that will come up to

the standards outlined in the book. The latter are excellent as far as they go, but in certain points are hardly specific enough to secure from a binder accustomed to current methods and wedded to them, the recommended bindings.

A useful chapter is the one entitled "The literary side." By many examples it points out the necessity, often overlooked by librarians, of studying each book presented for rebinding, to determine whether it would not be more economical to replace it; whether the stock of that particular title or its demand require its retention at all, and whether if bound it requires a covering for hard use or only for occasional references. In order that the librarian may know the bearing of these things on the question of economical administration, not only knowledge of mechanical details of book-making but also knowledge of literary values, popularity of books and authors, editions and prices is required.

Two practical chapters are those outlining the process of paper-making and giving notes on leather. In the latter is summarized the report of the committee on leather for bookbinding of the Society of Arts. Important information is also given, in alphabetically arranged lists, of leathers, book cloths and imitation leathers, technical terms used in bookbinding and styles of ornament.

Under the heading of "Repairing books" Mr. Dana begins by giving as a universal rule "Don't." He then proceeds to give very useful suggestions for making the necessary repairing most effective, and what is quite as important, least harmful. He frequently dwells on the point of the harm to be done by repairing, using such expressions as "Mend sparingly, rebind early." He also gives a list of the machines and tools necessary for repair work. An exceedingly useful feature of the book is the one giving the names and addresses of firms from which binding materials may be secured. The book is concluded by a bibliography of bookbinding, paper and leather.

The foregoing review of Mr. Dana's book was written before the publication in the June number of *Public Libraries* of parts of the book from which we have made copious extracts. Readers of that publication will

agree that we are justified in the emphasis we place on the passages we quote.

The committee has arranged with Mr. Douglas Cockerell to supply enough copies of his pamphlet, entitled "A note on bookbinding," so that free copies will be sent to all who apply to the chairman, as soon as the stock arrives from England. This pamphlet, referred to in Mr. Dana's bibliography, summarizes the most practically useful parts of the Society of Arts report on "Leather for bookbinding," including the specifications for library binding.

LEATHER AND PAPER

Thus far this report has been chiefly concerned with methods and processes. Among the other important factors which shorten or prolong the life of a book are the paper on which it is printed and the material with which it is covered. In the case of paper and original bindings we must now take what the publishers give us. With American fiction, juveniles and illustrated books it is a matter of common knowledge that they are usually bad. Book cloths offer an improvement over papers, especially where buckram is used, but are still not suited to library use. Most American leathers, except some (by no means all) moroccos, are likewise by common observation known to be short lived. It is certain that hundreds of dollars are being wasted by libraries, always short of funds, by using leathers that will have to be replaced in 10 or 15 years.

Abroad, efforts for improvement in these matters have been made through the agency of the imperial government in Germany, which conducted elaborate physical and chemical tests of paper, and in England by committees of the Society of Arts which have investigated both paper and leather. Our own federal government, through its Department of Agriculture, has established a Leather and Paper Laboratory in the Bureau of Chemistry. We are able, through the courtesy of Mr. F. P. Veitch, the chief of the laboratory, to give a brief account of the progress of the work, with plans for the future. He writes:

"In reply to your request for a brief statement of our proposed work on book papers and binding materials, which may be laid be-

for the Library Association at its next meeting, I beg to say that it is our purpose, to express it in a few words, to make such a study of papers and leathers, of their manufacture, and of causes of deterioration as will enable us to specify the characteristics which these materials should possess for various uses, and to outline the conditions under which they may be best and most usefully preserved. Of course, we fully realize that much of this information has already been obtained in a general way, but it does not appear definite enough nor as generally disseminated among those having to do with leather and paper as it should be.

"It is our desire not only to add to our present knowledge, but bring the whole subject more fully before those who should be acquainted with it. Our investigation will embrace a thorough chemical and physical examination of these materials to show in paper the kind of stock used, the kind and quality of sizing and loading material present, the presence of chemical residues resulting during the manufacture of the paper, and the effect of all these constituents, as well as of the character of finish, on the strength, durability and value of the paper under the conditions of use. The same points will be covered in the work on leather for binding.

"You can readily see that there is a great deal of work to be done here, and that it will take some time to accomplish it. The members of the Library Association can materially assist us in this work by calling our attention to and sending samples of those papers and leathers which have come to their attention by reason either of durability or of lack of durability, stating as far as possible the conditions under which the materials have been kept and the most apparent cause of deterioration where this has occurred.

"We also hope at a later date, when we have the foundation laid, and our methods of work well developed, to offer the services of this laboratory to public librarians in testing paper and binding materials and advising as to the value of samples submitted by them. This feature of our work, however, will not be in shape for at least a year yet.

"We would be glad to have you call the attention of the Library Association to these matters, particularly that relating to the experience of the members with various papers and leathers and the factors of deterioration. We cannot receive too much information of this kind, and the help thus offered will be gratefully received and duly acknowledged, and summarized with our results, which will bring the experience of each to the assistance of all in this important matter."

Although it is not specifically so stated in Mr. Veitch's summary, the purpose of the

work is nothing less than that of establishing standards for leather and paper. When these are established and the Leather and Paper Laboratory is able at the request of libraries to test samples of leather which it is proposed to use for binding, and paper which it is proposed to use for catalogs, reports and bulletins, for example, libraries will have placed in their hands an effective means of enforcing these standards on those who cater to them. The publications of the United States government are notable as possessing nearly all of the bad features found in trade publications. These include the use of glazed paper, heavily loaded with clay, light quality of book cloth, case work, and sheep bindings that soon crumble into dust. Of course, the first effort in this reform must be directed to overcoming the conservatism of bureau chiefs and to securing legislation that will make possible the use of the best materials for the preservation of the printed records of the government. Little improvement, perhaps, can be expected in the production of works that are ephemeral, and are so regarded by their publishers, until the permanent records of the government are issued in permanent form.

When the government itself invariably uses good paper, leather, cloth and buckram, the force of example will do something to improve commercial work. If, however, an appeal can be made to the self-interest of tanners and leather dealers, it may be possible for librarians to effect some improvement even before the government standards are established and published. If librarians, generally, will systematically include a clause in binding contracts that leather used shall come up to the Society of Arts' standards, the library binding business is of sufficient importance to make American tanners and leather merchants take notice. Leather so guaranteed may be ordered in New York or can be imported. Of course, librarians must expect to pay for it, but it is worth the difference.

In the case of paper, perhaps systematic effort is less easily possible or effective. The importation of English editions is one means of making American publishers heed our demands. Where there are competing editions of non-copyrighted works the systematic choosing of editions having good paper is

another means. Just what can be done in this direction of securing better paper and better original bindings will be best shown by a report of our negotiations with the publishers.

COMPARATIVE WEARING QUALITIES OF PUBLISHERS' BINDINGS

An attempt has been made by the committee to get statistics showing the relative wearing qualities of books of different publishers. Although 19 libraries sent statistics, yet the results do not, in the opinion of the committee, indicate anything of great value. Several of the largest libraries were unable to send statistics, and the statistics which were sent were not sufficient to make a large number of volumes recorded for any one publisher. In order to make any adequate comparison, a circulation of at least 500 volumes of a publisher should be obtained. The highest number received in the experiment of the committee was 362, and the number of volumes for most publishers fell below 150. If it is possible for all the larger libraries during a period of six months or more to keep a record of the number of times each volume has circulated before it is first sent to the binder, the average ought to show the relative wearing qualities of books of the different publishers. These figures should be kept separate for fiction, juveniles and class books. In the recent experiment of the committee only the records for one month were kept, except in the case of two libraries.

In view of the fact, as will be shown in this report, that many of the publishers express a willingness to issue their publications in bindings suitable for library use, it does not at present seem wise to publish a list showing the relative rank of the publishers graded according to the wearing qualities of their books. It is sufficient at this time to report that the statistics collected indicate that the books of 18 of the leading publishers are sent to the binder after circulating an average of from 13.7 to 35.96 times.

The committee recommends that unless there is devised a working plan for inducing publishers to issue books in special library bindings, further records of the circulation of books of different publishers be kept and the detailed results, together with those now

in the hands of the committee, be published for the benefit of libraries and publishers.

NEGOTIATIONS FOR BETTER PUBLISHERS' BINDINGS

An effort has been made both by correspondence and by personal interviews to induce the leading publishers to issue fiction and juvenile works in editions bound for the special use of libraries. About 25 publishers were asked to consider the plan. Of these, three refused outright, 16 showed interest and willingness to meet the committee half way in any discussions, and 6 made no reply whatever to the letters of the committee.

Although many publishers expressed interest and a desire to meet the needs of libraries for better binding, they were almost unanimous in saying that it would be impossible to issue a special library binding unless assurance could be given of the number of copies that libraries would order. It must be said at once that no attempt to induce the publishers to better their bindings for library use will succeed unless librarians devise some plan of letting publishers know the number of copies they will need. At the same time actual orders must go through the regular channels, for it is certain that any attempts to centralize orders will meet the opposition of booksellers. In personal interviews, several of the leading publishers in New York expressed a purpose to protect local booksellers.

At present only one plan for learning the number of copies wanted by libraries has occurred to the committee. It is suggested that libraries wishing to order new fiction or to replace standard works such as the Alcott and Brownie books, send to the A. L. A. headquarters a statement of the number of copies of each work wanted. These statements might be tabulated at the A. L. A. headquarters and a notice sent to each publisher once a month, or perhaps oftener, that so many copies will be needed of such and such books. The publishers can then bind in a specially strong binding the number of copies wanted and the libraries can order through their regular agents. In this way neither publisher nor bookseller would be obliged to carry in stock for any length of time two different styles of the same work.

We learned that several years ago Doubleday, Page & Co. issued all their fiction in a special binding for library use, but they found the demand from libraries so very small that they were obliged to abandon the plan. Copies of these books were examined by the committee and found to be so strongly bound that it was almost impossible to pull them apart. The failure of librarians to take any interest in this effort of Doubleday, Page & Co. to provide specially for their needs shows great neglect of a very important part of library economy. No attempt to get better bindings from the publishers will meet with success unless librarians all over the country give it systematic support.

In the communications with the publishers, they were asked to estimate the extra cost of books bound according to the following specifications: books to be sewed on tapes, first and last signatures guarded with muslin, and good muslin used on the back instead of the coarse super ordinarily used. All publishers agreed that the cost of books bound in such a way would not be increased more than ten cents a volume; that is, fiction now costing libraries \$1 would cost \$1.10, or less. It is certain, however, that books well bound according to such specifications would last at least twice as long as the ordinary case binding. Instead of a circulation of 35 or less in the original covers—a liberal average as shown by the statistics collected from libraries by this committee—books so bound ought to circulate *at least* 70 times.

The number of copies to be issued in a special binding is an important point in all calculations of publishers. Although one publisher mentioned 100 copies as a minimum number for undertaking such editions, most publishers stipulated that they be assured a sale for 500 copies or more.

The actual results of the efforts of the committee to induce the publishers to issue books in a special binding for libraries are as follows:

George W. Jacobs Co. will issue according to the specifications submitted by the committee without special charge if 100 copies or more are needed.

D. Appleton & Co. are willing to publish in a special binding at an additional expense of

"ten cents a copy over the regular edition," provided libraries place orders with them for 500 copies.

E. P. Dutton & Co. agree to quote on any books on their list. As they have agreed to issue the works of Mrs. de la Pasture without extra charge, it is fair to assume that they can be relied upon to do this in the case of other fiction.

A. S. Barnes & Co. will issue in the special binding at an additional cost of six cents to the net price of the book and make no stipulation as to the number of copies. They are willing to issue in "full cloth, head bands, sheets to be folded in 16s, book to be sewed on tapes," without extra charge if 500 copies are ordered.

Doubleday, Page & Co. have made no definite promise, but it is the opinion of the committee, based on a personal interview, that they will again try the experiment which they made several years ago, if they can be assured of a reasonable sale. Five cents a copy would cover the extra cost.

Little, Brown & Co. agree to issue books in a special binding at an extra cost of eight cents a volume on editions of not less than 500.

McClure, Phillips & Co. think that seven to ten cents would cover all extra cost and give 250 copies as a minimum.

A. C. McClurg & Co. estimate five cents as the extra net cost, but are unwilling to undertake it for any number of copies less than 500.

L. C. Page & Co. add five cents to the cost and make no stipulation as to the number of copies.

Henry Holt & Co. write that they are willing to bind according to the specifications of the committee, at an extra cost of five cents a volume for an edition of 500 copies.

The Century Co., after a visit from members of the committee and a practical demonstration of the instability of ordinary binding, agreed to consider the strengthening of all their work, but did not think it feasible to issue in two different styles. It was learned from them that the Cleveland Public Library had bought many copies of the Brownie books in a special cloth edition at an extra cost of ten cents a volume. Mr. Brett reports that these books wear much longer and show soil much less quickly. These books have not been sold by the Century Co. through the trade, but directly, to one or two libraries. Later the Century Co. agreed to issue the Brownie books in cloth, in accordance with the specifications of the committee, at \$1.10 if ordered in moderate quantities.

Charles Scribner's Sons have, at the suggestion of the committee, agreed to issue Hopkinson Smith's "Tides of Barnegat" in an edition to conform with our specifications. The publishers will send announcements to

libraries direct. We urge upon librarians the importance of responding promptly, thus making the experiment a success, and thus proving that co-operation between librarians and publishers is possible.

No other publisher has given a definite answer, but it is fair to assume that if the A. L. A. can remove the great and practically the only objection, namely, the present inability to find out the number of copies wanted by libraries, most publishers will be glad to meet the desires of librarians. It is the opinion of the committee that all that is necessary to assure success in this matter is the earnest co-operation of librarians. The publishers are willing to meet us at least half way, and permanent failure will be charged to librarians rather than to the publishers.

LIBRARY AND CONTRACT BINDING

In the preparation of this report it seemed well to learn of the experience of American public libraries that are conducting their own binderies by direct employment and those that have work done by contract, either in library binderies or in outside shops. Inquiries addressed to 44 public libraries brought 41 answers. Of these Boston, New York, Cleveland, Milwaukee and Seattle, among large libraries, and Easton, Pa., among small libraries, conduct their own binderies by direct employment. In the case of Easton, the regular library staff does the binding work. The public libraries of Philadelphia, Newark and Washington have well-equipped binderies in their own buildings in which bindery work is done by contract. The Carnegie Library of Pittsburgh has its binding done by contract in its own building, but does not own machinery or tools. The other 31 libraries answering our questions have binding done by outside binders.

The Boston Public Library has conducted its bindery for many years and finds the plan satisfactory. It employs 29 persons in its bindery, nearly all of whom receive union wages. Last year 35,720 volumes were bound. For fiction the estimated cost was 28 cents for 12mos bound in art canvas. About 15 per cent. of the product of the bindery is repairing, map and photo mounting, periodical cover

making, stitching and trimming library publications, etc. Cost of equipment about \$2000.

The Milwaukee Public Library has conducted its own bindery for 15 years, and last year bound 11,350 volumes. The estimated cost of 12mo fiction was 40 cents; binding, half roan. Seven persons are employed. Cost of equipment, about \$650.

The Seattle Public Library has run its own bindery for 10 years, starting with \$200 worth of second-hand machinery, type, etc., and with one man and a girl. Four persons are now employed and the value of the machinery and tools now amount to \$641. Last year 4308 volumes of all sizes were bound at a cost of \$3520. The usual mending, lettering, magazine cover making, etc., were also done in the bindery. The cost of 12mo fiction in imperial morocco cloth is estimated at 55 cents. Labor and material are high at Seattle and only the best of both are used.

The New York Public Library has conducted its own bindery with satisfaction and economy since Jan. 1, 1887, and until within recent years has done all the library's binding. With the expansion of the library system, about three-fourths of the binding is now done outside. When the new central building is occupied it will be possible to enlarge the library bindery. The bindery equipment cost about \$800; six persons are employed and 13,643 volumes were bound last year. Ordinary 12mo fiction is bound in full art vellum, sewed on tapes, with strong cloth hinges. The cost approximates 25 cents a volume, not including lettering.

The Cleveland Public Library has had a library bindery for 12 years. It has been found that the expense is less than by contract; the work is excellent and the delays are a great deal less frequent. The estimated cost of the equipment is \$1373 and 21 persons are employed. The product of the bindery in 1904 was 17,359 volumes bound and rebound, 34,544 volumes repaired and 23,280 volumes numbered and lettered, besides miscellaneous work. The cost of 12mo fiction is about 35 cents, bound in art vellum. As some work is now done by contract, there is a good chance for comparison. Fiction bound in art canvas costs from 36 to 45 cents. Only at

the latter price is it as satisfactory as work done in the library bindery at 35 cents.

That the plan of conducting a library bindery is not limited to large libraries is shown by the interesting experience of the Easton Public Library, as outlined in the *Library Journal*, 30:796-7 (Oct., 1905). The cost of the equipment is given as \$127.30, lessons in binding \$50, materials and interest on money invested for fourteen months \$44.16. In that time 2544 books were repaired at a cost of .017 each and 293 volumes were re sewed or rebound at a cost of \$11.72, or an average of 4 cents a volume. This reckons the labor as nothing, inasmuch as it is stated that all work is done by the regular staff, and as no more time is given to this grade of work, which is real binding, than would be required by the repair work ordinarily done in libraries, the utility of which is often doubtful.

Among the advantages to be noted in the plan of conducting a library bindery are the following: the greater safety of the books being bound, the ability to consult them while they are being bound, greater promptness, the saving of the profit that would accrue to the contractor, the greater flexibility of the method over contract work, enabling the library to try experiments with new methods or materials, the opportunity to do special work such as picture and map mounting and the doing of repair work by skilled workmen, instead of by library employes who by their zeal to repair many books injure many. Among the disadvantages are the difficulty of getting a satisfactory foreman in whose judgment of materials, methods and workmen you can have confidence. This feature is so important that speaking generally, rarely can any but the largest library afford to employ such a man, when one can be found. A librarian already has so many administrative problems that ordinarily he ought not to undertake a new one involving a highly skilled craft and the purchase of materials the imitations of which deceive even the elect, unless he can secure as foreman a man in whose judgment he has perfect confidence. However, if the difficulties of getting good bindings in other ways prove very great, he may be forced, in order to get good work for his library, to

master the subject for himself to such an extent that he can personally supervise his own bindery.

The public libraries of Newark, Philadelphia and Washington have found it desirable to fit up binderies of their own and then have the work done by contract, while the Carnegie Library of Pittsburgh has work done by contract in its central building, where room, heat, light and janitor service are furnished. The plan has many of the advantages of conducting one's own bindery and at the same time eliminates most of the disadvantages. It shifts the responsibility of everything but results from the librarian to the contractor. If one secures a contractor sufficiently progressive, if one is willing to pay him for trying experiments, and if the contract is subject to frequent revision to include new and approved methods, this plan is, in the judgment of this committee to be preferred to the one of direct employment.

Of the four library binderies run by the contract plan, three are conducted by Mr. Gilbert D. Emerson, of Philadelphia, a personal element that has undoubtedly been a large factor in their success. The bindery equipment of the Philadelphia Free Library cost about \$1000. The cost of binding 12mo fiction in half cowhide, with cloth sides, is 35 cents. The Newark Public Library's bindery equipment cost \$875; the cost of 12mo fiction in half cowhide, with keratol sides, is 37 cents. The bindery equipment of the Public Library of the District of Columbia cost about \$800; that for the repair work now run separately, about \$60. The cost of 12mo fiction is at present 43 cents for full buckram, 50 cents for half cowhide and 60 cents for half morocco. These prices are exorbitant and the work is unsatisfactory. Arrangements are being made for a more favorable contract for another year.

A summary of the reports from some of the libraries having rebinding done by outside contractors is as follows:

For the Chicago Public Library 27,698 volumes were bound or rebound last year by four contractors at a cost of 35 cents for half roan and 50 cents for half morocco for 12mos. The work is considered very satisfactory. The advantages of the plan are stated to be these:

The annual advertisement for bids brings enough competitors to keep down prices and at the same time keeps work in the hands of those having experience. Contracts are enforced by bonds, if not found satisfactory. Labor troubles are unknown. Odors of paste, glue, etc., inseparable from a bindery, are avoided. Contract covers the books in constant demand on "rush" orders. It is regarded cheaper for the library to have binding done by the competitive system than by a non-competitive system, as would be the case in direct employment.

There is the greatest possible variety in the reports from the various libraries on the results of contract work, prices paid and satisfaction with the work. Cloth bindings range all the way from 22 cents paid at Paterson for 12mo fiction said to be satisfactorily bound in buckram, including lettering of titles and class numbers, and 25 cents paid at Springfield for satisfactory binding in imperial morocco cloth, up to 50 cents paid at Salem for binding in half art canvas, black lettered and only fairly satisfactory, and 60 cents paid at Atlanta for buckram binding. In leather bindings prices range from 30 to 35 cents paid at Grand Rapids for half cowhide which is not wholly satisfactory up to 50 cents paid at Wilkes-Barré for only fairly satisfactory binding in buffing, and the same price paid by the Pratt Institute and the Brooklyn and New York public libraries for satisfactory binding in pigskin by Mr. Chivers. The average price paid for rebinding seems to be about 40 cents for half leather and about 35 cents for cloth.

Although a considerable portion of the answers indicate that librarians are perfectly satisfied with the results obtained, yet a large number are dissatisfied and would like a change. Several would like to have their own binderies if they had the space.

It is significant that several libraries reported their entire satisfaction with the books they have bought bound from the sheets by Mr. Chivers. The Medford Public Library has for six years sent its books to be rebound at Bath, England, at a cost of about 35 cents in durabline. The New York and Brooklyn public libraries and the Pratt Institute Free

Library are having much rebinding done by Mr. Chivers, both in Brooklyn and in England.

A WORKING BASIS

A study of these reports only serves to show the absence of standards of economical binding among American librarians. Another generalization that may be made is that only rarely in America have we binders who have any adequate conception of good binding from the point of view of the library. Since the librarians are without standards and binders do not have any conception of the needs of libraries, it is a case of the blind leading the blind. This report may not shed much light on the subject, except to show us what we are doing, and set us to thinking and point the way so that each may work out his own binding salvation. It does not profess to be more than tentative. As a working basis until more definite rules may be laid down your committee recommends the following:

1. Master Dana's "Notes" and follow the advice there given for all the points it covers.

2. If you have a good binder keep to him, pay him adequately for his work and lead him to give good, honest, craftsmanlike work. Make sure that the work you are getting will stand the test of many home circulations, without the need for any repairing whatever or a second rebinding. If asked to suggest the number of times a book should circulate after being rebound we would say that under ordinary conditions of cleanliness (that is, outside of the soft coal smoke belt), the minimum should be 75 times.

3. Large libraries are recommended to do their own binding, but even then only provided it is impracticable to get good contract work. This advice is in line with that given in England in Mr. J. D. Brown's "Manual of library economy" (p. 330) and by a writer in the *Library Association Record*, 8:74-78 (March, 1906). For the convenience of those who are thinking of opening binderies we give as an appendix to this report a list of suggested equipment for binderies for small libraries.

4. Wherever possible to secure well-made publishers' original editions librarians have a duty of co-operation with publishers and a

duty to their own libraries to buy these editions that bid fair to last until so soiled as to require withdrawal without rebinding. Where it is not possible to buy such well-made publishers' editions, it is the part of sound policy to buy replacements especially and new books that are sure to have long use, strongly bound from the sheets, thus saving repair work, loss of use and much of the cost of rebinding. The committee has thus far only heard of one binder, Mr. Cedric Chivers, who systematically furnishes libraries with books strongly bound from the sheets. His books are used with great satisfaction in a large number of American libraries. If any criticism can be passed upon them it is that they are somewhat awkward and clumsy in appearance. In our correspondence with publishers, some of them preferred not to make special editions for libraries, but recommended that libraries secure their publications bound from the sheets, and one firm specifically recommended Mr. Chivers.

Many important binding questions have not even been touched upon in this report. Among them are the questions of magazine covers, pamphlet bindings and bindings for music. These and revised judgments on the questions here considered might well be covered by bulletins to be issued in the future by the A. L. A. committee on bookbinding and book papers. Your committee has only to point out again that it has considered these questions solely from the point of view of economical administration, and not from that of expert knowledge of binding as a craft.

APPENDIX

EQUIPMENT FOR A SMALL BINDERY

The committee has had considerable correspondence with dealers in bookbinding materials concerning the equipment necessary for small library binderies. Extracts from some of the letters are here given.

J. L. Shoemaker & Co., of Philadelphia, write as follows:

"A very small bindery containing the essential tools for binding library books in the simplest way could be had for about \$250, to include the following items:

"One small wood frame standing press; 1 pair of table shears; 1 laying press, plow,

knife and pin; 1 pair backing boards; 1 finishing press; 1 sewing bench; about a dozen cherry press boards; 1 lettering pallet; 1 gold cushion and knife; 1 type cabinet; 1 small finishing stove, for gas or oil; 1 glue pot; 1 round and one flat burnisher; 1 hammer; 1 paring and 1 cutting knife; 6 bone folders; 1 paste brush; small assortment of finishing rolls and stamps, and small quantity of brass type.

"Should the work increase to any extent, some larger machine would be needed, namely, a job backer costing about \$70 and a cutting machine costing about \$175. However, with a good mechanic all the work of a small bindery could be done with the items first named."

The O'Bannon Corporation, of New York, gives the following as necessary for a small bindery:

"One 30-inch lever paper cutter; 1 33-inch iron table shear; 1 No. 6 standing press; 1 21-inch job backer; 1 gold cushion 8x16 inches; 2 sewing benches 28 inches; 1 15-drawer type cabinet; 12 16x24 inch press boards; 1 finisher's press 24 inches; 1 pattern pallet; 1 gas stove; finisher's tools."

The cost of this equipment they give as about \$550.

Louis de Jonge & Co., New York, give the following itemized equipment, which totals about \$425.

"One standing press; 1 pair board shears; 1 stamping press; 1 pair 21-inch backing boards; 1 small size finishing stand; 1 7-case type cabinet; 1 lettering pallet; 1 laying press without plow; 1 finishing press, 21 inches between screws; 1 sewing bench, 24 inches between screws; 6 pressing boards, 16x24 inches; 6 pressing boards, 10x13 inches; 4 pressing boards, 8x12 inches; 1 single finishing gas stove; 1 12-inch back saw; 3 bone folders; 1 glue kettle and gas heater; glue and paste brushes; 1 beating hammer; 1 flat steel polisher; 2 agate burnishers (1 flat and 1 round); knives and shears; 1 forming iron; 1 pair compasses; joint rods; 1 book-binders' hammer, best steel; rolls and stamps."

Inasmuch as some libraries may wish to have a well-equipped repair room it may be worth while to enumerate the equipment of the repair shop of the Public Library of the District of Columbia, which cost \$60. It follows:

One sewing bench; 6 brass keys; 12 cherry boards (small); 4 cherry boards (large); 1 press; 1 finishing press; 1 nickel paper holder and cutter; 2 pairs shears; 6 paste brushes; 6 glue brushes; 1 shoemaker's cast hammer; 6 bone folders; 1 saw.

Addresses of dealers in binding machinery and materials are given in Mr. Dana's "Notes."

REPORT OF THE COMMITTEE ON PUBLIC DOCUMENTS

BY ADELAIDE R. HASSE, *Chairman**To the American Library Association:*

YOUR committee on public documents respectfully submits the customary report on current legislation and publication:

The committee suggests the expediency of excepting its report from the rule requiring committee reports to conform to the calendar year. The major part of the reports of this committee relate properly to federal and state legislation bearing upon public documents. Congress does not convene until the first Monday in December, and the majority of state legislatures sit during the early part of the winter. If the rule is suspended so far as this committee is concerned, then the committee will be enabled to report to the Association on new legislation concerning documents while it is new. If the rule is enforced for this committee, the subject matter of the committee's reports will always be a year old.

Although laying itself open to the charge of violating the present rules, the committee believes that the document problem is of sufficient importance to libraries to warrant the transgression on the grounds stated.

NATIONAL DOCUMENTS

AMERICAN

1. *Federal*

The Commission to Investigate Public Printing, the appointment of which was announced in the last report of this committee, made its first reports during the present session of Congress. An examination of the reports shows that an extensive inquiry into the printing of documents was made. No changes materially affecting the depository libraries have been recommended. In a report dated March 26, 1906, the commission lays stress on congressional distribution as one of the greatest evils in the existing printing abuses. Although no mention is made of depository libraries, the commission did take steps to ascertain the

attitude of these libraries towards either possible retrenchment or graduated distribution. The practical unanimity of replies received from depository libraries has induced the commission to believe that all depositories are in a position to maintain the trust which the government imposes on them. On the other hand, the Superintendent of Documents, in his report of 1905, states that since the organization of his office, 800,000 volumes have been returned to him by depositories, as being duplicates.

There is, without question, a defect in a system of distribution which serves the small library of limited income on the same compulsory basis as it does the largest libraries. When designated depository libraries approach this question in a liberal spirit many of the abuses in the depository distribution of public documents can undoubtedly be corrected. The comparatively limited use of public documents in the majority of libraries when compared with the cost of cataloging and maintenance, probably makes them one of the most expensive assets of a library. If they are carted away into cellar or attic, there is a breach of the trust which exacts that these books be made and kept available. If they are shelved, then a disproportionate amount of shelf room is being given by most libraries to a class of books for which there is very limited demand. If, finally, they are cataloged by the library, their cost to the library is enormously increased. It is also difficult to understand why congressional selection should be made the basis of these grants. Libraries neither originate nor do they develop coincidentally with congressional representation.

Legislation

The following acts relating to public documents have been introduced during the present session of Congress. As Congress is still in session no final report can be made:

1905. Dec. 5. Res. in House facilitating distribution of documents to members. H. res. 17. Referred.
- 13. Res. in House relative to printing of engravings, drawings and maps with executive documents. Congr. Record, 59 cong., 1 sess. (daily ed.): 324.
1906. Jan. 13. Bill making libraries of land grant colleges depositories of government publications. H. R. 11785. Referred.
- 27. Bill making state historical societies designated depositories of public documents. H. R. 13301. Referred.
- Feb. 15. Bill to promote civic education through reprints of public documents at private expense. H. R. 15066. Referred.
- Mch. 20. Bill to furnish public documents to those entitled to admission to press galleries of Senate and House. H. R. 17042. Referred.
- 30. Joint resolutions to correct abuses in public printing, and so forth. H. J. Res. 127. Approved.
- Joint resolution on prevention of unnecessary printing and binding, etc. H. J. Res. 128. Approved.
- Apr. 10. Amendment in Senate making appropriation for indexing documents, bills and hearings during sessions of Senate. Congr. Record, 59 cong., 1 sess., p. 5108 (daily ed.).

Reports, etc.

(Official.)

1906. Jan. Report on public printing by committee on department methods. 12 pp. 4°.
- Executive order directing that head of each Executive Department shall appoint advisory committee on printing and publication, and assigning rules governing annual reports of departments. 1 p. f°.
1906. Feb. Amendments and additions to printing laws; published by Government Printing Office. 77 pp.
- Mch. 24. Report of Committee on Printing on H. J. Res. 127 on correction of abuses in the public printing, etc. 1 p. (House rept 2652).
- Same on H. J. Res. 128 on prevention of unnecessary printing and binding, etc. 1 p. (House rept. 2653).
- 26. Report from Printing Investigation Commission. 92 pp. (Senate rept. 2153.)
- This report, without the tabular matter, is also printed in the Congressional Record of March 26.

(Non-official.)

1905. Sept. 'The problem of federal printing; by Wm. S. Rossiter. (Atlantic Mo. Sept., 1905.)

1905-6. Monthly List of Selected Public Documents; issued by Free Library of Philadelphia, and prepared by Wm. Reinick, chief of dept. of public documents.

Sold at \$1 per annum.

Very useful work.

1906. U. S. government documents; by James I. Wyer, Jr. Albany, 1906. 78 pp. (N. Y. State Library Bull. 102.)

Reviewed in L. J., May, 1906: 233. Manual of method of great practical use.

— April. What shall we do with public documents?; by Wm. S. Rossiter. (Atlantic Mo., April, 1906.)

Offices created and abolished, etc.

(Including changes in publications.)

1905. July 17. Daily consular reports; title changed to Daily consular and trade reports. With change publication transferred from the Bureau of Statistics, Department of Commerce and Labor, to Bureau of Manufactures. Change occurred with no. 2310.

2. STATE

The third part of Mr. Bowker's "State publications" has been issued during the year. It includes the states of Minnesota, Iowa, Missouri, Kansas, Nebraska, the two Dakotas, Montana and Dakota territory. Librarians will ever owe to Mr. Bowker a debt of gratitude for venturing on this undertaking. It will always remain a foundation for every subsequent bibliography pertaining to this subject.

The project for the indexing of American state documents, referred to in the last report of this committee, is proceeding under the most favorable circumstances. Indexes for the states of Maine, Vermont and New Hampshire have been completed and are ready for the press. Early publication is anticipated. It is hoped that librarians will be enabled, by this new tool, to find increasing use for a hitherto most forbidding mass of material. Both the arrangement and the references to documents have been made as simple as possible in order to facilitate the use of the indexes.

It is to be regretted that librarians generally do not make more use of the indexes to legislation issued by the New York State Library. In order that librarians may have an opportunity to collect a file of this very useful publication a collation of the series is

given below. The current number of the "Review of legislation" is the first to report especially on public printing.

Comparative Summary and Index of Legislation

1. 1890. Legislation bull. no. 1.
2. 1891. *Same*, no. 2.
3. 1892. *Same*, no. 3 and App. 3, 76 Ann. rept. State Library.
4. 1893. *Same*, no. 4 and App. 4, 77 *same*.
5. 1894. *Same*, no. 5 and 4, *same*.
6. 1895. *Same*, no. 6 and App. 2, 78 *same*.
7. 1896. *Same*, no. 7 and App. 2, 79 *same*.
8. 1897. *Same*, no. 9 and App. 2, 80 *same*.
9. 1898. *Same*, no. 10 and App. 1, 81 *same*.
10. 1899. *Same*, no. 11 and App. 2, 82 *same*.
11. 1900. *Same*, no. 13 and App. 3 in part 83 *same*.
12. 1901. *Same*, no. 15 and App. 2 in part 84 *same*.
13. 1902. *Same*, no. 18 and App. 2 in part 85 *same*.
14. 1903. *Same*, no. 21.
15. 1904. *Same*, no. 24.
16. 1905. *Same*, no. 28.

Review of Legislation

1. 1901. Legislation bull. no. 16 and App. 2 in 84 Ann. rept. State Library.
2. 1902. *Same*, no. 19 and App. 2 in part 85 *same*.
3. 1903. *Same*, no. 22.
4. 1904. *Same*, no. 25.

Digest of Governors' Messages

1. 1902. Legislation bull. 17 and App. 2 Ann. rept. State Library.
2. 1903. *Same*, no. 20 and App. *same*.
3. 1904. *Same*, no. 23.
4. 1905. *Same*, no. 27.

Year book of Legislation

1. 1903. Contains Legislation bulletins 20-22.
2. 1904. Contains Legislation bulletins 23-25.

Trend of Legislation in the U. S.

1. 1900. Legislation bull. no. 12 and App. 3 83 Ann. rept. State Library.

Legislation

The following acts relating to public documents have been passed by those states, excepting Hawaii, holding sessions in 1905. An examination of the laws of 1905 shows that 34 states and territories legislated changes in their fixed administrative branches. These changes numbered 129. To the document librarian, however, those offices only which are specifically required to make reports will have a more direct interest than do those whose duties are supervisory or inspectorial merely, without the responsibility of handing down reports for publication. The following tabulation of reports so required may, therefore, be of use to that official in the performance of his duties.

- Ari. Office of Public Examiner to enforce uniform system of county accounts; annual report to Gov. 9§ ('05 ch. 40, 16 Mr.)

- Cal. State Bd. of Forestry; annual report to Gov. ('05 ch. 264, 18 Mr.)
- Bureau of Building and Loan Supervision; annual report to Gov. ('05 ch. 504, 21 Mr.)
- Col. State Bd. of Nurse Examiners; biennial report to Gov. 8§ ('05 ch. 136, 11 Ap.)
- Del. Division of Public Records; biennial report to Gov. 5§ ('05 ch. 77, 16 Mr.)
- Fla. State Bd. of Accountancy; annual report to Gov. 9§ ('05 ch. 54, 5 Je.)
- Bd. of Control of State Educational Inst.; biennial report to legislature. 40§ ('05 ch. 13, 5 Je.)
- Id. State Live Stock Sanitary Bd.; annual report to Gov. 39§ ('05 p. 39, 6 Mr.)
- State Bd. of Pharmacy; annual report to Gov. ('05 p. 319, Mr. 7.)
- Ill. State Geological survey; annual report to Gov. ('05 p. 30, 12 My.)
- State Highway Com'n.; annual report to Gov. 7§ ('05 p. 74, 18 My.)
- State Civil Service Com'n.; annual report to Gov. 37§ ('05 p. 113, 11 My.)
- Ind. State Bd. of Veterinary Medical Examiners; annual report to Gov. and State Veterinary Medical Ass'n. 17§ ('05 ch. 98, 4 Mr.)
- Kan. State Live Stock Sanitary Com'r.; annual report to Gov. 32§ ('05 ch. 495, 4 Mr.)
- State Bd. of Control of State Charitable Inst.; annual report to Gov.; biennial, to Leg. 54§ ('05 ch. 475, 4 Mr.)
- Me. State Bd. of Veterinary Examiners; annual report to Gov. ('05 ch. 17, 22 F.)
- Mass. Bd. of Registration in Embalming; annual report to Gov. 10§ ('05 ch. 473, 26 My.)
- Mich. Pathologist of State Asylums for Insane; annual report to Gov. 9§ ('05 ch. 140, 25 My.)
- Bd. of Accountancy; annual report to Gov. ('05 ch. 92, 4 My.)
- State Highway Dep't.; biennial report to Gov. 17§ ('05 ch. 146, 1 Je.)
- Minn. State Highway Com'n.; annual report to Gov. ('05 ch. 163, 13 Ap.)
- State Bureau of Child and Animal Protection; annual report to Sec. of state. 6§ ('05 ch. 274, 18 Ap.)
- Mo. State Dairy Com'r.; annual report to Gov. 8§ ('05 p. 133, 8 Ap.)
- Mon. Bureau of Child and Animal Protection; biennial report to Gov. 11§ ('05 ch. 96, 4 Mr.)
- Nev. State Veterinarian; biennial report to Gov. 14§ ('05 ch. 135, 15 Mr.)
- N. J. State Bd. of Forest Park Reservation Com'rs.; biennial report to Leg. 12§ ('05 ch. 47, 22 Mr.)
- Com'r. of Charities and Corrections; annual report to Gov. 6§ ('05 ch. 57, 25 Mr.)
- State Bd. of Equalization; annual report to Leg. 12§ ('05 ch. 67, 29 Mr.)
- N. M. Territorial Irrigation Engineer; biennial report to Gov. 42§ ('05 ch. 102, 16 Mr.)
- Insurance Dep't.; annual report to Gov. ('05 ch. 70, 14 Mr.)
- Territorial Coal Oil Inspector; annual report to Gov. ('05 ch. 66, 14 Mr.)
- Bd. of Inspectors in Optometry; annual report to Gov. 16§ ('05 ch. 96, 16 Mr.)
- N. Y. Com'n. to investigate sources and disposition of available water supply; annual report to Leg. 10§ ('05 ch. 723, 3 Je.)
- Com'n. to regulate gas and electric light rates and supervise lighting corp.; annual report to Leg. 22§ ('05 ch. 737, 3 Je.)
- N. C. State Geological Bd.; biennial report to Leg. 7§ ('05 ch. 542, 6 Mr.)
- N. D. State Bd. of Embalmers; annual report to Gov. 9§ ('05 ch. 111, 28 F.)
- State Bd. of Bar Examiners (reports are required, but it is not specified at what time or to whom they are to be made.) 8§ ('05 ch. 50, 18 F.)

- N. D. State Banking Dep't. (reports and note as above). 42§ ('05 ch. 165, 6 Mr.)
- State Historical Soc. to be trustee of state; biennial publications. 4§ ('05 ch. 25, 16 Mr.)
- Bd. of Water Com'rs.; biennial report to Gov. 64§ ('05 ch. 34, 1 Mr.)
- Or. State Library Com'n.; biennial report to Leg. 6§ ('05 ch. 44, 9 F.)
- Pa. State Water Supply Com'n.; annual report to Gov. 9§ ('05 ch. 236, 4 My.)
- Dep't. of Health; annual report to Gov. ('05 ch. 218, 27 Ap.)
- Dep't. of Public Printing and Binding; annual report to Gov. 42§ ('05 ch. 1, 7 F.)
- Tenn. Dep't. of Game, Fish and Forestry; biennial report to Leg. 9§ ('05 ch. 455, 15 Ap.)
- Vt. Office of Atty.-Gen.; biennial report to Leg. 10§ ('04 ch. 57, 18 N.)
- Wash. State Railroad Com'n.; annual report to Gov. 27§ ('05 ch. 81, 7 Mr.)
- Bd. for Promotion of Uniformity of Legislation in U. S.; biennial report to Leg. 4§ ('05 ch. 59, 3 Mr.)
- State Bd. of Tax Com'rs.; biennial report to Gov. 6§ ('05 ch. 115, 9 Mr.)
- State Oil Inspector; annual reports to Gov. 10§ ('05 ch. 161, 11 Mr.)
- State Highway Bd.; biennial report to Leg. 12§ ('05 ch. 174, 13 Mr.)
- W. Va. State Bureau of Archives and History; annual report to Gov. 5§ ('05 ch. 64, 18 F.)
- Dep't. of Mines; annual report to Gov. 5§ ('05 ch. 46, 24 F.)
- Wis. State Tax Com'n.; biennial report to Gov. ('05 ch. 380, 15 Je.)
- State Bd. of Forestry; annual report to Gov. 24§ ('05 ch. 264, 25 My.)
- State Civil Service Com'n.; biennial report to Gov. ('05 ch. 363, 14 Je.)
- Wy. Com'r. of Public Lands; biennial report to Leg. 11§ ('05 ch. 36, 15 F.)
- State Bd. of Pardons; annual report to Gov. 4§ ('05 ch. 56, 20 F.)
- State Bd. of Horticulture; biennial report to Leg. ('05 ch. 50, 18 F.)
- Bureau of Mining Statistics; provision for establishment of by State Geologist; latter to report annually to Gov. 6§ ('05 ch. 92, 21 F.)
- Dairy, Food and Oil Com'r.; annual report to Gov. 8§ ('05 ch. 49, 18 F.)
- Fla. Board of commissioners; Indian war claims; report to legislature of 1907. ('05 ch. 80.)
- Ga. Joint legislative committee; examination of convict camps; report to legislature of 1906. ('05 p. 1257.)
- Commission; registration of land titles; extended; report to legislature of 1906. ('05 p. 1257.)
- Committee; erection of state sanatorium for consumptives; report to legislature of 1906. ('05 p. 1255.)
- Joint legislative committee; public park; report to legislature of 1906. ('05 p. 1255.)
- Joint legislative committee; revision of tax laws; report to legislature of 1906. ('05 p. 1259.)
- Ill. Commission; internal improvement; report to legislature of 1907. ('05 p. 40.)
- Commission; industrial insurance and old age pensions; report to legislature of 1907. ('05 p. 401.)
- Ind. Commission; tuberculosis hospital; report to legislature of 1907. ('05 ch. 172.)
- Kan. Commission; coal mine explosion in S. E. Kansas; report to present legislature. ('05 ch. 534.)
- Board of r.r. com'rs. to investigate rates in Kansas and neighboring states; report to Gov. in 6 mos. ('05 ch. 540.)
- Mass. Commission; technical education; report to legislature of 1906. ('05 r. 94.)
- Committee; taxation of forest lands; report to legis. of 1906. ('05 r. 60.)
- Bd. of Gas and Electric Light com'rs. to investigate sliding scale for gas rates; report to legis. of 1906. ('05 r. 101.)
- Minn. Commission; state hospital for crippled indigent children; report to legis. of 1907. ('05 ch. 78.)
- N. H. Joint commission with Me. and Vt.; bridges; report to legis. of 1907. ('05 ch. 119.)
- N. J. Commission; poor law revision; report to legis. of 1906. ('05 p. 565.)
- Commission; master and servant law codification report to legis. of 1906. ('05 ch. 94.)
- Commission; revision of corporation laws; report to legis. of 1906. ('05 ch. 30.)
- Commission; granting and taxation of public franchises; report to legis. of 1906. ('05 ch. 261.)
- Commission; improvement of judicial system; report to legis. of 1906. ('05 ch. 88.)
- Commission; turnpikes and public roads; report to Gov. in 1905. ('05 p. 564.)
- N. Y. Commission; reconstruction of prison buildings; report to legis. of 1906. ('05 ch. 718.)
- Commission; investigation of probation system; report to legis. of 1906. ('05 ch. 714.)
- Oreg. Commission; tax code; report to legis. of 1907. ('05 ch. 90.)
- R. I. Joint legis. committee; school for feeble-minded children; report to legislature not specified. ('05 r. 93.)
- Metropolitan park commission to report to legis. of 1905 on system of public parks for Providence. ('04 ch. 1204.)
- Joint legis. committee; modification of general election laws; report to present legis. ('05 r. 91.)
- S. C. Joint legis. committee; terrapin and shell fish culture; report to legis. of 1906. ('05 ch. 569.)
- Tenn. Joint legis. committee; rates of Cumberland telephone, etc., co.; report to legis. by Mr., 1905. ('05 p. 1318.)
- Utah. Commission; consolidation of Univ. of Utah and Agric. College of Utah; report to legis. of 1906. ('05 ch. 104.)

For the benefit of the document librarian, the following list of reports of special state inquiries required by the laws of 1905 is appended:

- Cal. Joint legis. committee; cattle industry as affected by national forest reserves; time of report not specified. ('05 p. 1074.)
- Joint legis. committee; system of revenue and taxation; time of report not specified. ('05 p. 1067.)
- Col. Commission; location of irrigation reservoirs; time of report not specified. ('05 ch. 130.)
- Conn. Commission; law for uniform municipal charters; report to legis. of 1907. ('05 special acts ch. 399.)
- Joint legis. committee; compensation of state officials; time of report not specified. ('05 special acts ch. 135.)
- Commission; corrupt practices; report to legislature of 1907. ('05 special acts ch. 499.)
- Fla. Commission; relocation of insane hospital; report to legislature of 1907. ('05 ch. 83.)

- Vt. Tuberculosis commission continued; report to legisl. of 1906. ('04 ch. 142.)
- Wis. Board of control to investigate binder twine plant in prisons of other states; report to legisl. of 1907. ('05 p. 989.)
- Commissioners on Dells of Wisconsin continued; report by Mr., 1906. ('05 ch. 169.)
- Forest commission to examine water power; time of delivery of report not specified. ('05 ch. 95.)
- Geological and Natural Hist. Survey to co-operate with U. S. Geol. Survey relative to water power; time of delivery of report not specified. ('05 ch. 475.)
- Wyo. Commission; codification of laws relating to water rights; to report to legisl. of 1907. ('05 ch. 32.)

Reports, etc.

The most notable contribution to the literature of American state documents is the report on state archives made by members of the Public Archives Commission, and printed in the annual report of the American Historical Association for 1904: 487-649. While relating largely to the state archives there is much information of value to the collector of state documents. The present report covers the states of Alabama, Georgia, Kansas, North Carolina and Pennsylvania. For purposes of reference, a summary of similar previous reports is given:

- Alabama. (5 A.R. Pub. Arch. Com. 1904: 487-553.)
- Colorado. (4 ib. 1903: 415-437.)
- Connecticut. (1 ib. 1900: 26-36.)
- Georgia. (4 ib. 1903: 439-478.)
- *same*; supplementary. (5 ib. 1904: 555-596.)
- Indiana. (1 ib. 1900: 37-38.)
- Iowa. (1 ib. 1900: 39-46.)
- Kansas. (5 ib. 1904: 597-601.)
- Massachusetts. (1 ib. 1900: 47-59.)
- Michigan. (1 ib. 1900: 60-63.)
- Nebraska. (1 ib. 1900: 64-66.)
- New Jersey. (4 ib. 1903: 479-541.)
- New York. (1 ib. 1900: 67-293.)
- North Carolina. (2 ib. 1901: 345-352.)
- Oregon. (3 ib. 1902: 337-355.)
- Pennsylvania. (5 ib. 1904: 629-649.)
- Rhode Island. (4 ib. 1903: 543-644.)
- Texas. (2 ib. 1901: 353-358.)
- Virginia. (4 ib. 1903: 645-664.)
- Wisconsin. (1 ib. 1900: 294-297.)

Offices Created and Abolished

A list of state offices legislated out of existence is given below. Offices newly created can be traced from the items under the heading of Legislation preceding.

- Cal. Bd. of Comrs. of Loan Assns. (created by '93 ch. 188;) replaced ('05 ch. 504, 21 Mr.)
- Kan. Bd. of Examiners of Barbers (created by '03 ch. 70;) abolished ('05 ch. 70, 25 F.)
- Bd. of Trustees of State Charities and Corrections ('01 ch. 99;) replaced ('05 ch. 475, 4 Mr.)
- Live Stock Sanitary Comm. ('01 Rev. G.S. 7421 et seq.;) replaced ('05 ch. 495, 4 Mr.)

- Neb. State Architect (created by C.S. '03 5976-79;) abolished ('05 ch. 149, 30 Mr.)
- N. J. State Board of Taxation (created by '03 ch. 208;) abolished ('05 ch. 67, 29 Mr.)
- Utah. Utah Silk Comm. (created by '96 ch. 92;) abolished ('05 ch. 59, 9 Mr.)
- Wis. State Forest Comrs. (created by '03 ch. 450;) replaced ('05 ch. 264, 25 My.)

AMERICAN DEPENDENCIES

No material changes have taken place since the last report of this committee.

In December, 1905, the Bureau of Science of the Philippine Islands was created by the consolidation of the former Bureau of Government Laboratories and Mining Bureau. For further note see Monthly Catalogue, December, 1905: 582.

FOREIGN DOCUMENTS

The present is the first report of this committee since the merger of the former public documents committee and the foreign documents committee became operative.

The committee submits for inspection as an appendix to this report a list of the summaries of foreign legislation which have been printed in Great Britain and France. These, together with the lists of summaries of American state legislation, will give to this report the nature of a general bibliography on the subject.

Your committee has believed it to be advisable thus to bring together such current source material on a general subject as is readily accessible before undertaking any bibliographic work on its own account.

The field for such work is rich and well defined. But as there would clearly be very little object in even planning such work without having at first the unanimous sanction of this Association, and as the committee is annually appointed with no further instruction or suggestion for its work, a review of what might be accomplished is submitted for your consideration.

In general the committee would propose to confine itself entirely to printed administrative documents. In doing this the work would not conflict with that of any other existing body, but would supplement that of the several agencies reporting on legislation and on manuscript material. There would seem no doubt of the utility to the library

as well as to its patrons of such report. Authentic information, even though but annually issued, on the more important recent foreign documents bearing on commerce, public works, taxation, agriculture, fisheries, shipping, local administration, etc., is at present not available without considerable research. The fact that we have so long done without such a report is surely no argument in favor of doing without it longer. The chief value to the librarian of such information would depend not on its bibliographical completeness nor yet on the fullness with which the documents of any one country might be reported, but rather on a concise, topical comparative report on the more important economic and administrative subjects, with as general a regional representation as possible.

The material for such a report is perfectly accessible, nor is it at all probable that the report need assume any proportions not commensurate with its usefulness.

A body, however, empowered to prepare such a report could work to better advantage if it had less of the temporary composition of a committee. In view of the recommendation already made to except this committee from the calendar year rule, the further recommendation is made that this committee be given a fixed term of service, to report to the Association annually on American legislation affecting public documents and on foreign and American state administrative documents.

Legislation

The two best known foreign sources of comparative legislation are the *Journal of the Society of Comparative Legislation* and the "Annales" of the Société de Législation Comparée. The annual review of legislation in the *Journal of the Society of Comparative Legislation* is but a feature of the contents of this publication, whereas it makes up the contents of the French serial. Until its seventh issue the British review was confined to imperial legislation. Thereafter it extended to foreign as well as to British legislation, including sketches of that of Denmark, France, Germany, Italy, Sweden, the United States, and a summary of Egyptian decrees.

The following are the annual reviews which have appeared in the *Journal of the Society of Comparative Legislation*:

1. 1895. Review of legislation of the British Empire (Jnl., etc., 1: 1-133.)
2. 1896. *Same.* (ib. 2: 141-258.)
3. 1897. *Same.* (ib. n.s. 1: 81-192.)
4. 1898. *Same.* (ib. 449-580.)
5. 1899. *Same.* (ib. 2: 520-647.)
6. 1900. *Same.* (ib. 3: 275-433.)
7. 1901. *Same.* (ib. 4: 176-390.)
8. 1902. *Same.* (ib. 5: 291-487.)
9. (current) 1903. *Same.* (ib. no. xiv: 299-505.)

The following is a collation of the "Annales" of the Société de Législation Comparée:

- Annuaire de législation française.
Année 1-18. 1880-1904; and, Table décennale, tome 1-10, 1 v.
Annuaire de législation étrangère.
Année 1-30. 1872-1900.
ib. n.s. année 1-3 (whole no. 31-33.) 1901-1903; and, Table des matières contenues dans les trente premiers volumes. 1 v.

INTERNATIONAL DOCUMENTS

There seems little inclination as yet, on the part of librarians, to differentiate this class of documents from those which are the product of a single government. The tendency of the greater powers to arbitrate their differences and to engage jointly in works of scientific and other undertakings, is producing an ever-increasing mass of international documents. It would seem expedient, therefore, that this literature should be formulated from the librarian's point of view, which is neither quite that of the international lawyer nor of the historian. Two factors operate to make a collection of international documents useful, viz., the collector, or curator, and the cataloger. The former is more or less equipped for his task with the various bibliographies on international law, and to him is due the character of the collection in bulk. But even though the collection may be a well-balanced one, if it is one to which the reader is not allowed access, its usefulness depends upon the cataloger. Owing largely to failure to differentiate international documents, this latter individual has sometimes been the author of incongruities which tend unduly to confuse the reader. The two greatest needs on this subject for the librarian are first a bibliographical index of international documents and second a code of rules for the use of the cataloger.

REPORT OF THE COMMITTEE ON LIBRARY ADMINISTRATION

BY W. R. EASTMAN, HILLER C. WELLMAN, CORNELIA MARVIN

To the American Library Association:

YOUR committee on library administration at the meeting of 1903 at Niagara Falls, recommended the preparation of a schedule of library statistics with a view to uniformity of reports. They were instructed to prepare such a schedule. At the meeting of 1904 at St. Louis they proposed 3 forms of library report, one for preliminary statement containing certain descriptive and more or less permanent items; another form for annual use to show the library work of each year in its simplest outline, and a third supplemental form with more details intended for such libraries as might desire to use it. These forms were subsequently printed on 3 separate sheets, precisely as if prepared for actual use in collecting statistics, and were then submitted to each of the state library commissions for revision. The results of this revision were embodied in the committee's report to this association at Portland in 1905 submitting the same tables with some slight modifications. Copies of the revised schedules of 1905 were then distributed to all state commissions for further revision and were also offered by advertisement in library papers to any interested person.

The committee have received during the last year returns and valued suggestions from New Hampshire, Vermont, Connecticut, Pennsylvania, Georgia, Wisconsin, Minnesota, Nebraska, Washington and Oregon, while Indiana has copied the blanks as proposed.

These 11 are about one half the number of existing commissions. The other half by silence give their consent. Of those who reply, New Hampshire, Georgia, Indiana and Washington accept the committee's forms. Nebraska thinks the forms too complicated, does not ask its own libraries for exact totals of circulation, considering a weekly average sufficient, doubts the propriety of separating children from adults in the re-

turns; and desires each year to ask some additional questions to set librarians thinking. Vermont, also, is inclined to lay stress on special inquiries, at least for the present year and prefers to ask questions in the colloquial manner rather than by the use of a single word for each heading. There are also some criticisms regarding space, type, time of ending the year, etc., which do not touch the substance of the material in hand. Connecticut would be glad to use the form as a whole, but also would ask a few locally pertinent questions which cannot well be changed. Pennsylvania approves, but makes an exception as to the emphasis laid on the use of fiction believing that the time has come to deal with fiction precisely as we do with any other class of literature, reporting it as one class out of 10, but not setting it apart as one of two classes to be held in contrast with the combined total of all the rest. Oregon wishes to see more interpretation of statistical tables, written explanations, and, in many cases, a separate showing of expenses in the different departments of a library to determine at what points the outlay shows the best returns. The publication of such details would often prevent wasteful expenditures. Minnesota submits a statistical blank prepared for their own use which includes all the items proposed by the committee, and expands some of them. This state also prefers a different grouping of topics. Wisconsin suggests a number of minor changes, transferring certain items from one form to another and would add a few items such as number of "Country readers" and total number of borrowers.

The committee is greatly indebted to one and all of these correspondents for the light thrown by them on so many different phases of the subject under discussion. It is more and more evident that an exact agreement in the details of a form of report is neither to be expected nor desired. A certain adjustment to local conditions and to the plans and

views of each individual commission or librarian is not only inevitable but imperative. And yet underneath some variety of detail, it is now becoming possible to discern the distinct outline of a desired result.

There are some points on which a general agreement is possible

1 A report required by an authority outside the library itself should be extremely simple and contain few items.

2 One descriptive report of each library should be separate from the annual report.

3 The annual report, after giving name, place and date, properly contains only such items as bear directly on the year's work, indicating changes, growth, service, and present condition.

4 Intelligent comparison of the extent of circulation of books by many libraries requires uniform rules for counting results. If our statistics are to have any comparative value we must agree on such rules.

5 Many libraries owe it to their constituents, their neighbors and themselves to report in greater detail than required and in order to secure a general conformity a supplemental form of report may properly be presented to them.

6 Active libraries will not confine their reports to any schedule. While answering questions and giving figures they will also interpret and explain the facts and fully discuss the library situation with a view to direct results in their own communities.

7 Special information of local or temporary significance will often be deemed important by state commissions and can best be obtained by special circulars apart from the annual report.

8 The forms of questions and subdivision of items in the report blanks of different states may differ widely without impairing essential unity so long as they call for substantially the same things. How much detail, beyond a certain point, is worth while and

when it is worth while is a question for each state to decide for itself.

In conformity with these principles and believing that definite action at this time will be in the interest of the libraries your committee resubmit the forms proposed by them in 1905, which have been in the hands of all the state library commissions with the results stated above, and now ask for a vote of the Association to express their judgment on the following points:

1 That each library should place on file at the library headquarters of its own state its official report giving the general features of its organization, history, resources, and methods of work substantially as shown in accompanying Form I. for Preliminary report.

2 That every library should report at the end of each year the work of that year including for substance the items shown in accompanying Form II. for Annual report with such other items, not inconsistent with the general plan, as the library authorities of its state may propose.

3 That for the purpose of establishing a basis of comparison of circulation among free lending libraries the *circulation of books should be counted in accordance with Rules contained in accompanying Form II.*

4 Every library circulating 5000 books a year or distributing books through branches or schools should make a supplemental report, substantially as shown in accompanying Form III.

5 Every public library serving a city or large center of population should also issue annually its own report containing the items named above with considerable enlargement and interpretation of the same and with such discussion of the library situation as will tend to secure public interest in the work.

[NOTE. This report was adopted by the American Library Association July 4, 1906, and the Executive Board later continued the committee with authority to promulgate the recommendations made in the report.]

FORM I.*Form proposed by A. L. A., 1906***Preliminary Library Report**

19.....

to

state library commission

Name of Library

Place

Postoffice

Date of present organization or control

Under what law

Trustees	Number
	Chosen by
	Term of office

If the library is connected with another institution as a college, church or association, a statement of that fact will take the place of the report on trustees.

Source of income	Local taxation	\$
	State aid	
	Endowment	
	Membership fees	
	Gifts	
	Other sources	
	Total,	\$

State income from each source for current year.

Terms of use	Free for lending
	Free for reference
	Free to limited class, as students
	Subscription

Underscore words that apply or add explanation.

Building	Date of completion
	Material
	Cost
	Source of building fund
	Book capacity
	Facilities for special work
	Other particulars

If the library occupies rooms in a building not its own a statement of that fact will take the place of the report on building. If rent is paid the amount should be stated.

Number of volumes

Count only by volumes.

System of classification

Catalogue

Accession book

Card

Printed

Manuscript

Underscore words that apply and add any needed description such as "author," "dictionary," "classed," etc.

To what extent have readers free access to shelves?

Charging system by cards

ledger entry

Underscore words that apply and add any needed description.

Number of books allowed to each borrower at one time.

Number of books of fiction allowed to each borrower at one time.

Librarian

Name

Salary

Number of assistants

Salaries of assistants

Number of branches

Number of delivery stations

Give details of branches and delivery stations on separate paper, giving name and location of each.

Additional information as to previous history, present conditions and plans for the future, giving dates of important changes.

Use separate paper if needed for complete statement.

Librarian

Date

I have carefully read this report, have caused an exact copy to be filed with the library records, and with the consent of the library board it is submitted to the state library commission.

President of

Whenever any changes in the items above reported occur, the fact should be noted in the next annual report under the head of "Additional Information."

FORM II.*Form proposed by A. L. A., 1906*

Annual library report for year ending
to

19.....

Name of library

Place

Postoffice

Terms of use Free for lending
 Free for reference
 Free to limited class, as students
 Subscription

Underscore words that apply.

Days open during year

Hours open each week for lending

Hours open each week for reading

Number of volumes at beginning of year

" " added during year by purchase

" " added during year by gift

" " lost or withdrawn during year

Total number at end of year

Count bound books only.

Number of volumes of fiction lent for home use

Total number of volumes lent for home use

See other side of sheet for rules for counting circulation.

Number of new borrowers registered during the year

Number of newspapers and periodicals currently received

Number of persons using library for reading and study

Adults Children Total

Receipts from

Unexpended balance . . . \$

Local taxation

State grants

Endowment funds

Membership fees

Fines and sale of publications.

Gifts

Other sources

Total \$

Payments for

Books \$

Periodicals

Binding

Salaries, library service . .

janitor service . .

Rent

Heat

Light

Permanent improvements .

Other expenses

Balance on hand

Total \$

Additional information

Here insert statements regarding changes in organization, brief description of new rooms or building, increased facilities and any benefactions announced but not received, with names of givers and amount, object and conditions of each gift, together with any other information useful for the summary of library progress printed in the report to the Legislature.

Librarian

Trustees' names

Term expires

19....

19....

19....

19....

19....

Date

I have carefully read this report, have caused an exact copy to be filed with the library records and with the consent of the library board it is submitted to

President

Rules for counting circulation

1. The circulation shall be accurately recorded each day, counting one for each lending of a bound volume for home use.
2. Renewal of a book under library rules at or near the end of regular terms of issue may also be counted, but no increase shall be made because books are read by others or for any other reason.
3. Books lent directly through delivery stations and branches will be included, but the circulation from collections of books sent to schools or elsewhere for distribution will *not be included*. A separate statement of such travelling libraries will be made.
4. Books lent for pay may be included in the circulation, but must also be reported separately.

In these rules there is no intent to determine the policy of any library as to the manner or terms of circulation, but only to place the count on a uniform basis which will render comparison possible.

FORM III.*Form proposed by A. L. A., 1906***Supplemental library report for year ending****19.....**

to

Name of library

Place

Postoffice

Number of branches

Number of delivery stations

Give on separate sheet the statistics of branches and stations, including name, location, volumes in branches and circulation.

Classes of books added and total in library

Classes	Additions			Total No. in Library		
	Circulating dep't		Reference	Circulating dep't		Reference
	Adults	Children		Adults	Children	
General works						
Periodicals						
Philosophy						
Religion						
Sociology						
Language						
Natural science						
Useful arts						
Fine arts						
Music scores						
Literature						
Travel						
History						
Biography						
Fiction						
U. S. documents						
State documents						
Books in foreign languages (Specify language.)						
Total						

Number of unbound pamphlets

Number of maps, pictures, manuscripts, etc.

Other library material

Classes of books lent

Classes	From main library		From branches and stations		Total
	Adults	Children	Adults	Children	
General works					
Periodicals					
Philosophy					
Religion					
Sociology					
Language					
Natural science					
Useful arts					
Fine arts					
Music scores					
Literature					
Travel					
History					
Biography					
Fiction					
Books in foreign languages					
(Specify language.)					
Total					

Number of schools to which books were sent

Number of books sent to schools

How long retained by schools (average)

Number of other travelling libraries sent out

Number of books in other travelling libraries

How long retained in places other than schools (average)

Number of Sundays the library has been open

Number of children using library for reading or study

What departments in library other than delivery and reading rooms?

Give account on separate sheet of work done for children, schools, clubs and societies.

Give account on separate sheet of any other form of special service, as country circulation, etc.

Additional information

Librarian

Date

REPORT OF THE AMERICAN LIBRARY ASSOCIATION PUBLISHING BOARD

BY WILLIAM C. LANE, *Chairman*

THE chairman of the Publishing Board is compelled to make his report of the board's transactions for 1905 a brief one because the "Portrait index," which has been passing rapidly through the Government Printing Office, has engrossed the time of chairman, secretary, and all our staff, and has made it necessary to let all other duties take, for the time being, a secondary place.

At the expiration of the terms of Messrs. Fletcher and Wellman, at the American Library Association meeting of 1905, their place on the board was taken by Mr. H. E. Legler, of the Wisconsin Free Library Commission, and Miss E. C. Doren, of the Western Reserve University Library School in Cleveland. Mr. Fletcher had been identified with the board from the beginning, and his associates were glad to put on record a minute in regard to the value of his services (printed in the *Library Journal*, October, 1905, 30: 813). Mr. Wellman had served on the board for only a single term, but had shown a generous readiness to devote time and thought to its affairs, and his suggestions and advice were always to the point. The addition of Mr. Legler and Miss Doren brought us new strength by making more close our connection with the library commissions and the library needs of the West. For many years the members of the board had been drawn from a comparatively narrow territory, and meetings could be called as often as necessary for the consideration of new business. But with the distribution of its membership between the East and the middle West, frequent meetings became impossible, and it was therefore agreed that meetings should be limited to three each year—with the Association in the summer, at Lake Placid in the fall, and at Atlantic City in the spring. The fall meeting of 1905, at Lake Placid, was adjourned to Boston, in order that the new members might have a better opportunity to become acquainted with the work and methods of the board.

Provision was made for conducting the business of the board by correspondence in the intervals between meetings, the chairman being instructed to submit new propositions to sub-committees for investigation, and to transmit to the other members of the board the reports of such committees in duplicate, one copy to be kept by the member, the other to be returned to the secretary with comment. If the opinions are in substantial agreement, the chairman or secretary is to make provision for their being carried into effect. If there is a substantial difference of opinion, the comments of all the members are to be submitted to each member for a further expression of opinion. Other matters on which the secretary requires guidance, if they involve any change of plan or new instructions, will be submitted in the same manner. In voting by correspondence, two adverse votes, when the question has been re-submitted to the consideration of the board, will prevent action. In this way it is hoped that action in regard to new matters may be taken with reasonable promptness in spite of the fact that frequent meetings cannot be held.

The accompanying tables show, first, the general character of the year's transactions, and second, the receipts and expenses for the year connected with each of our publications. In the first table we find, on the one hand, the available cash capital with which we began the year (\$1278.98), the \$3000 received from the Endowment Fund trustees, and the net balance of profit from the sale of our publications (\$590.88), and, on the other hand, the expenses of our office and staff (\$3046.34), the money spent on the "Portrait index" and one or two other similar items, and finally, the balance at the end of the year available for the business of 1906 (\$768.06).

It should, of course, be remembered that we have a stock of publications on hand which also constitute part of our capital.

On Jan. 1, 1905, this stock was valued

at \$874.42; on the 31st of December its valuation was \$2920, the basis of valuation in both cases being the cost of manufacture rather than the selling price. In other words, we manufactured during the year, in excess of what we sold, over \$2000 worth of stock.

In the second table, showing cost of publications and receipts from their sale, it should be remembered that the cost includes in general only expenses of manufacture, and not any of the expenses of running our office. The total sales of 1905 amounted to \$5679.50, or \$5401.38 after deducting the receipts from the sale of "Books for girls and women," Larned's "American history," and its supplement by Wells (\$278.12), all of which have to be paid over to Mr. Iles; the total of expenses for manufacture incurred during the year was \$4810.50, to which must be added the \$278.12 paid over to Mr. Iles, making \$5088.62, and leaving a net balance of receipts over expenses of \$590.88. To this might properly enough be added the \$2000 by which the valuation of our stock on hand has been increased.

Mr. E. C. Hovey has made out for the board a valuable series of tables, showing the history of, and the net result from, each of our publications from the beginning. The details cannot be given in this report, but it is interesting to note that at the end of 18 years the net result of our book publications, including both those which have brought us a good profit, like the "List of subject-headings" and Kroeger's "Guide," and those which have never paid for themselves, like the "Reading for the young," the "Bibliography of fine arts," and our "Library tracts," is a profit of \$1921.27, with stock on hand worth almost \$3000; while the net result of our card publications, current cards for printed books, periodical cards, bibliographical cards, miscellaneous sets, etc., is a profit of \$9742.03, making together \$11,663.30. We do not expect this balance to be sufficient to pay the salaries and running expenses of our business, as is the case with an ordinary publishing house, but they have gone a good way toward providing the \$15,198.33, which salaries and office expenses have amounted to in 18 years, toward the \$1638 expended on the "A. L. A. catalog," and the \$4255 spent on the "Portrait index."

The "Portrait index," I am happy to state, is now all in type in the Government Printing Office, about two-thirds of the proof has been corrected and passed along, and samples of the first 64 completed pages are at hand for inspection. The book promises to be something over 1200 pages. After careful revision of the material and of its arrangement, made with a view to diminishing the number of corrections to be made in the proof, work began at the Government Printing Office April 16 and the whole was put into type before June 25, eleven monotype machines having been employed at once. It is needless to say that the reading and correction of proofs in our own office has not kept pace with this rapid work, though it has been pushed as fast as care and a reasonable degree of correctness would allow. The selling price will probably not be over \$3.

The *A. L. A. Booklist*, now (1906) in its second year, has taken a good deal of the board's time, attention and money. It has been somewhat enlarged during the current year, and it may be that the price will have to be slightly raised next year in order to meet the cost of manufacture. The board considers that the expense of editorial work and of the preparation of copy may be properly borne by the income of the Carnegie Fund, but that the sales and subscriptions ought to cover the cost of manufacture. For the year 1905 the receipts from sales came to \$712.65, and the cost of manufacture was \$649.45, giving us a safe margin; but for the current year (1906) the sales will probably fall considerably short of covering the cost. This is because we have enlarged the *List*, are printing an edition of 5000 copies, and are distributing the *List* free to all members of the American Library Association, with the natural result that our subscriptions have fallen off. The subscription price is 50 cents a year, but the numbers are sold to library commissions at \$2 per 100 copies. About 3000 copies are taken monthly by the several library commissions, and about 1500 copies are now sent free to the members of the Library Association. Another year we shall probably print 12 numbers a year instead of eight, but we shall try to keep the size down so that copies

may be sold in quantities at the present price. The annual subscription will, however, probably be raised from 50 cents to 75 cents or \$1 a year, and we must consider making a nominal charge of 25 cents to members of the American Library Association so as to avoid a wasteful distribution.

At the September meeting of the board, the scope of the *Booklist* was carefully discussed, and it was then decided that the *Booklist* should include (1) current buying lists for small libraries; (2) current buying lists for larger libraries; (3) official news and announcements of the American Library Association, its committees and affiliated organizations; (4) select bibliographies and special topic lists (to be reprinted separately and sold at cost of paper and press work); (5) lists of reference topics in library bulletins and similar publications; (6) bulletins of the American Library Association committee on book buying; (7) advertisement of the publications of the American Library Association Publishing Board. For the year 1906 the *List* has been published on these lines, but some modification may be found necessary in 1907.

Two tracts have been added during the current year to our series—No. 7, "Cataloging for small libraries," by Theresa Hitchler, of the Brooklyn Public Library, 84 pp., and No. 8, "A village library in Massachusetts; the story of its upbuilding," by Mary A Tarbell, librarian of the Brimfield Public Library.

Two of our recent tracts—Miss Hitchler's "Cataloging for small libraries" and Miss Stearns's "Essentials in library administration"—have been so much larger than our other publications of the same series, that the board decided to transfer them to a new series, to be known as "Handbooks," and the later copies of these papers have been issued under this name. They will not be distributed gratis as freely as the others, and they are sold at 25 cents each, instead of at the merely nominal price of the "Tracts."

Of all the numbers of our Tract series, 17,000 copies had been printed up to January 1, 1906, at a cost of \$866.29. 11,376 copies had been sold or distributed gratis, the receipts from those sold being \$380.31. The expense,

therefore, of providing this somewhat extensive missionary literature has been but \$485. The board had expected to issue more Tracts before the present meeting of the American Library Association, several papers having been offered by the League of Library Commissions. The board stands ready to print in this way whatever the league asks to have printed, and to make the printed copies as freely useful as possible to the commissions of the league and to other library workers throughout the country. A tract or handbook on library architecture will probably be our next publication.

At the request of the publicity committee, appointed at the last meeting of the Association, several of the papers contributed to the last meeting have been issued as reprints in a "Reprint series." The expense of printing from 500 to 1000 copies each of 10 papers has been about \$170. About half the stock was placed in the hands of the publicity committee for missionary use; the other half has been held by the board subject to the order of library commissions and others, and of nearly all the reprints the entire stock is now practically exhausted. The board stands ready to co-operate to the extent of its ability in any similar missionary work.

The "List of subject headings" has again proved a source of income to the board, 356 copies having been sold during 1905. Of this useful list, we have now printed 4000 copies, of which 3534 have been sold up to Jan. 1, 1906, at a profit to the board of \$2647.01. It is quite time that a new edition was prepared, and steps have already been taken in this direction, Miss Doren and Miss Browne having been appointed a committee to collect suggestions and material for a new and enlarged edition.

Another publication which it would be desirable to reissue is a new edition of Sturgis and Krehbiel's "Bibliography of fine arts." The first edition, it is true, never brought us back the money put into the manufacture, but it was a thoroughly good piece of work, the cost of preparing which was borne by Mr. Iles. The board would now be glad to find the means of having the list revised and brought up to date, but it has not yet seemed advisable to incur the necessary expense.

Miss Kroeger's "Guide to reference books" also continues to sell, 270 copies having been disposed of in 1905. In all 1950 copies have been sold of the 2500 which have been printed.

Our stock of the "A. L. A. index" ran out during 1905, and a small new edition was printed. In spite of the expense involved in this reprinting, the receipts from sales have at last begun to exceed the expense of manufacture, and for the first time we have been able to pay over to Mr. Fletcher a small balance, in accordance with our original agreement with him.

The issue of printed cards for the contents of periodicals has gone on with little change during this, the eighth year of the undertaking. To the so-called "miscellaneous sets" of catalog cards, comprising cards for extensive works or series of reports of miscellaneous contents, we have added only the cards for Reed's "Modern eloquence." The reprint of the cards for the National Museum reports will be the next thing which we shall give to the printer. The cost of these cards up to January 1, 1906—mainly printing charges—had been \$3346.59. From their sale we have received \$4441.01, which shows a profit of \$1094.42. The 250 sets of cards for Warner's Library have now all been sold, at a profit to the board of \$281.72.

Early in the year the librarian of Clark University asked us to print for the university annotated catalog cards for the articles in one of the Clark University publications, the *American Journal of Religious Psychology and Education*, intending to distribute the cards with the magazine to subscribers. This seemed to open an interesting development of printed cards, but so far we have not been asked to continue the work.

At the meeting of the board in October, 1905, definite arrangements were made for work on the list of children's books, which has been talked of for some years, Miss Moore being asked to take editorial charge of compiling the lists. It was the intention to enlist the services of a number of persons who had had good experience in work with children, and to make each responsible for a section of the list. The board intended to apply to the libraries in which such persons

might be engaged and to ask permission that the editors should be allowed time for the work, in order that it might not be too heavy a burden on the individuals, and might not be long delayed, as it might be if all the labor had to be taken from outside time. In the spring, however, the board learned that Miss Moore was obliged to give up the editorial charge, and at the time the best way of continuing the work seemed to be in connection with a similar publication about to be undertaken by the Pittsburgh Carnegie Library. A further discussion of the project shows that the Pittsburgh library can best be left to do the work on its own initiative, and that we shall be able to make some arrangement with that library, by which we may reprint their list and give it a wider circulation.

The largest and most generally useful undertaking which the board now has before it is an "Index to the economic material contained in state documents." This index has been compiled, state by state, by Miss Hasse, of the New York Public Library, or under her direction, for the Committee on Economics and Sociology of the Carnegie Institution. The committee for whose use the index was first made did not contemplate printing it, but they are willing that the index should be offered to us in manuscript, and that we should print it for general circulation. The work has been done with great care and in great detail, and includes a large amount of useful material. The expectation is to print it one state at a time, and finally to issue the indexes for all the states in a combined volume, or volumes, with some general index which will give a clue to the contents. Work will probably be begun on this in the course of the summer, and now only awaits some final action by the Carnegie trustees.

The committee on catalog rules, appointed by the board, has continued its work, and reports that it has a new and revised code of rules ready to issue at an early date. Its work has been very much assisted by the Library of Congress, which has printed an advance edition of the rules, and has been interested to see that its own methods as adopted for printed cards should agree, so far as possible, with the rules adopted by the committee. The committee has also succeeded

to some degree in gaining the co-operation of an English committee in the attempt to establish a uniform international code. Mrs. Fairchild having been obliged to resign from the committee on account of ill health, Mr. W. S. Biscoe, of the New York State Library, was appointed in her place.

The board waits with interest to see what action will be taken by the Association in regard to the establishment of general headquarters. It holds itself ready to co-operate in this matter with the Association, and to establish itself wherever headquarters are opened, but it is glad that, up to now, it has been able to remain in the convenient rooms which have been for so long placed at its disposal by the Boston Athenæum. For its work up to the present time, no more convenient place could have been found, and the Association is under great obligation to the trustees of the Athenæum for the comfortable quarters which have been at its service in the Athenæum library ever since the board be-

gan to employ a paid secretary and required desk room for its work. So far, its rent charge has been a merely nominal sum, and it feels that when it joins the other officers of the Association in occupying headquarters elsewhere, its income should not be permanently burdened with a charge for rent, although it is quite willing for a time, as a temporary and preliminary measure, to assume a part of such charge in connection with the Association.

Up to the first of April, 1906, we had the advantage of commanding a part of Mr. Hovey's services, and we have been glad to take advantage of his experience in business matters and in book-keeping. We hope to derive further benefit of the same kind by a close connection with the executive offices and officers of the Association, and we hope to be able in return to place the experience and skill of our secretary at the service of the Association in its correspondence with inquirers so far as this is practicable.

A. L. A. PUBLISHING BOARD

FINANCIAL STATEMENT FOR THE YEAR 1905

January 1st, 1905.	Cash on hand.....	\$833.25	
" " "	Bills receivable.....	1279.83	
		<u>\$2113.08</u>	
	Less bills payable.....	834.10	
	Available January 1st, 1905.....	\$1278.98	
Receipts during the year:			
	From Endowment Fund.....	\$3000.00	
	From bank interest.....	17.01	
	From other sources.....	46.24	
		<u>\$3063.25</u>	
	Total resources.....		\$4342.23
Total sale publications.....		\$5679.50	
Total cost publications.....		<u>5088.62</u>	
Profit.....		\$590.88	\$590.88
			<u>\$4933.11</u>
General expenses:			
	Salaries.....	\$2109.91	
	Travel.....	409.97	
	Postage and stationery.....	175.50	
	Rent.....	110.00	
	Advertising.....	110.00	
	Sundries.....	47.83	
	Telephone.....	46.61	
	Insurance.....	36.52	
		<u>\$3046.34</u>	
	Expense on Portrait Index.....	1097.46	
	Expenses of Catalog Rules Committee.....	21.25	
		<u>\$4165.05</u>	
	Balance available Dec. 31.....		\$768.06
Add bills payable Dec. 31, 1905.....			<u>1463.59</u>
			\$2231.65
Deduct bills receivable Dec. 31, 1905.....			<u>1351.54</u>
			\$880.11
Cash on hand Dec. 31, 1905.....			<u>\$880.11</u>

PUBLICATIONS (1905)

	Cost.	Sale.	Loss.	Gain.
A. L. A. Booklist.....	\$1124.45	\$712.65	\$411.80	.....
" Index.....	310.50	329.00	.....	\$18.50
" Proceedings.....	2.93	5.00	.....	2.07
Bibliographical Cards.....	.....	5.52	.....	5.52
Boys and Girls.....	118.50	175.03	.....	56.53
Christmas Bulletin.....	41.53	23.23	18.30	.....
Eng. Hist. Cards.....	.....	64.05	.....	64.05
French Fiction.....	.....	2.20	.....	2.20
Girls and Women*.....	40.02	40.02	.....	.....
Kroeger's Guide.....	173.68	355.10	.....	181.42
Larned's Amer. Hist.*.....	212.20	212.20	.....	.....
Library Tracts.....	600.14	210.72	389.42	.....
Mass. Pub. Doc.....	2.87	17.60	.....	14.73
Misc. Cards.....	1077.11	1048.21	28.90	.....
Periodical Cards.....	1218.55	1725.97	.....	507.42
Political Economy List.....	6.94	3.20	3.74	.....
Reading for the Young.....	.....	8.05	.....	8.05
Subject Headings.....	133.30	571.85	.....	438.55
Warner Cards.....	.....	144.00	.....	144.00
Wells' Supplement*.....	25.90	25.90	.....	.....
Net Gain.....	\$5088.62 590.88	\$5679.50	\$852.16 590.88	\$1443.04
	\$5679.50	\$5679.50	\$1443.04	\$1443.04

REPORT ON GIFTS AND BEQUESTS TO AMERICAN LIBRARIES, JANUARY
1 TO DECEMBER 31, 1905

By DREW B. HALL, *Librarian The Millicent Library, Fairhaven, Mass.*

THE data have been gathered, as heretofore, from the daily press, the professional journals, and chiefly from replies to nearly 1000 circulars sent to commissions, clubs and individual libraries. I realize fully how great the task of answering such circulars often is, and I wish to offer my sincere thanks to all those who have courteously lent their assistance. Despite this assistance and the greatest care in cross checking and in comparing data, errors, especially in the correct names of libraries which were often omitted on the returns, will probably be found, and omissions most certainly will be, for an inquiry directly addressed to only one-eighth of the 8000 libraries in the country must fail to discover many interesting gifts. I should like to urge the Executive Board to take under consideration plans for more full and accurate reports, possibly by the central office of the Association or in connection with the report on libraries by the United States Commissioner of Education.

This report attempts to show the number, value and kinds of gifts and bequests received by American libraries during the calendar year 1905. By the recent decision that each report should cover the calendar year, not that between conferences, this is in effect the first of a new series, and for ease of comparison the excellent arrangement, even the phraseology of previous reports has been followed with all apologies to previous reporters. It is required by the A. L. A. year after year with the purpose I take it of recording past and stimulating future interest in library growth among public-spirited citizens. It has also seemed that the interest of the giver and the service of the gift is rarely accurately denoted by the mere size, for the hundred dollars raised by an entertainment of school children means more to the little village library than the many thousand dollar fund to the great city. Because of these facts I have not observed the minimum limit of 250 volumes and \$500 of previous reports, but have

* Receipts from sales paid over to George Iles, who paid first cost of manufacture.

asked information concerning all gifts. In the first draft of the table the previous limits, however, were observed; gifts below the limit being set in a separate column. Except under "Books" these were in every case less than 10 per cent. of the gifts above the limit, so that in the final table herewith printed all are included. So large were the receipts of pamphlets and volumes from various sources that I have introduced under "Books" two new divisions, "Various" and "Pamphlets."

In reckoning the number of gifts which is set down in the first column as 680 each library's "Various" record was counted as one, as is that of "Pamphlets," even though hundreds of givers were in fact concerned; this method was followed, since large libraries accumulate such masses chiefly through their institutional connections and not through special personal interest. They may readily be separated from the individual gifts by examination of the detailed statements in the alphabetic list of states.

Ten gifts are recorded in Canada (8 from Mr. Carnegie), and 680 in the United States. The 680 represent 234,649 volumes, 111,497 pamphlets, 9 collections, 6 sites, 4584 pictures and other objects, buildings and sites valued at \$313,100, and \$5,609,266.

An analysis of the gifts in money shows that \$658,723 were for endowment funds for general library purposes; \$81,900 for the establishment of book funds; \$90,879 for the cash purchase of books; 211 amounting to \$3,162,140, of which \$2,247,740 is listed as accepted, from Andrew Carnegie, for buildings; \$1,492,253 from other donors for buildings; \$500 for sites; and \$21,571 for objects largely unknown.

The money gifts other than those of Mr. Carnegie amount to \$2,347,126. Of this sum the total of 11 gifts of \$20,000 and more from individuals is \$1,712,000, given as follows: \$20,000 from Mrs. Walter Hurlburt to Rochester, Minn.; \$25,000, a bequest from Mrs. Helen G. Coburn to Andover, Mass.; \$35,000 to Wooster (Ohio) University, from H. C. Frick; \$40,000 to New London, Ct., a bequest from Mrs. H. C. Haven; \$50,000 to Phillips Exeter (Mass.) Academy, a bequest from

Benjamin P. Davis; \$50,000 to Lynchburg, Va., from Mrs. George M. Jones; \$58,000 to Providence, R. I., from the estate of C. C. Hoskins; one-third of the \$400,000 estate of E. M. Walker to Springfield, Mass.; \$150,000, a bequest from C. H. Hackley to Muskegon, Mich., for the purchase of pictures; \$150,000 to Syracuse University from friends; \$1,000,000 to Harvard College, a bequest from William F. Milton. In connection with these gifts should be noted those of a building and site valued at \$20,000 to the People's Library, Newport, R. I., from Christopher Townsend; a building and site at \$30,000 to Menominee, Mich., from Augustus Spies; and a building at \$90,000 to Salt Lake City from J. Q. Packard.

Among the notable collections of books may be mentioned 10,000 volumes, the educational library of Henry Barnard, from J. Pierpont Morgan to the Wadsworth Athenæum of Hartford, Conn., and deposited in the Watkinson Library; 1000 volumes, the collection of William C. Prime on the "history of illustration by printed pictures," to the Watkinson Library, from Mrs. Annie T. Slosson; the Squier letters and the Breckenridge and Vanburen papers to the Library of Congress; Professor S. I. Curtiss' bequest to the Chicago Theological Seminary of 4000 volumes on the Old Testament; 1000 volumes and 2300 pamphlets to Bowdoin College from the library of Alpheus S. Packard; 1000 volumes to Andover Theological Seminary from the library of Professor E. C. Smythe; the library of Professor C. E. Norton from friends to Harvard College and 838 sheets of its topographic map from the government of Japan; 914 volumes on music to Fitchburg, Mass., from H. I. Wallace; 3000 volumes on horticulture to Grand Rapids from C. W. Garfield; 278 volumes, Great Britain state papers, to Minneapolis, from G. W. Peavy; 7000 volumes, the library of Rev. C. H. Spurgeon, bought for \$3000 by friends of William Jewell College, Liberty, Mo.; to Cornell University, special collections from Willard Fiske, A. D. White, G. C. Caldwell, T. F. Crane, and Theodore Stanton (see detail under Ithaca, N. Y.); 1160 volumes Scandinavian literature to North Dakota State University; 1354 vol-

umes oriental literature and folklore to Cleveland from J. G. White; 1000 volumes on zoology and geology to Oberlin College from Professor A. A. Wright; 1500 volumes and 3000 pamphlets from the library of Professor Alpheus S. Packard to Brown University, and 58 letters of George William Curtis from Mrs. E. M. O. Connor-Calder; and 1000 volumes of Germanic languages to Norwich University from Professor Adrian Scott. It is also of interest that James J. Hill has given \$5000 to the University of Wisconsin for the development of a library on transportation; and that Mr. Hubert Howe Bancroft "in disposing of his famous library to the University of California accepted \$150,000 as payment, thus virtually making a gift of \$100,000."

Portraits, statues, busts, plants and clocks are reported among other gifts; and in particular may be mentioned that Northwestern University, Evanston, Ill., and Charlotte, N. C., West Stockbridge, Mass., and others received funds for books from plays given by students and school children; \$250 made at a fair paid the expenses in Centreville, Mass., for a year; and \$8000 was given by C. C. Wolf and his wife to the Methodist Episcopal Church of Parkersburg, Ia., on condition that the building include public library rooms; 2700 oriental coins and 150 volumes on numismatics to Essex Institute, Salem, Mass., from John Robinson; Grand Rapids received five memorial libraries for sick and crippled children costing \$50 to \$75 each for box, books and bookplate, part of their Sunshine Work; \$35 for a stereopticon lantern to be used for the children's story hour from A. E. Howell to the Carnegie Library, Nashville, Tenn.

By the data I have been able to gather, Mr. Carnegie's gifts in the United States number 211 and amount to \$3,162,140; and in Canada they number eight, amounting to \$53,415. In their distribution the North Atlantic division of states received \$717,200 in 31 gifts, the South Atlantic \$331,700 in 18, the South Central \$326,000 in 21, the North Central \$1,498,240 in 117, and the Western \$289,000 in 24. Ohio ranks first with 19 gifts, Indiana, Illinois and Iowa are second with 18 each, Wisconsin third with 17, California fourth with 14, then Kansas 9, Pennsylvania 7, Minnesota 6, Mas-

sachusetts, Vermont and New York, North Carolina, Kentucky, Tennessee and Michigan 5 each, Alabama 4, Maine, Georgia and Mississippi 3 each; 13 states with 2 each and 11 with 1 each, and only the District of Columbia, Utah and Arkansas of the 47 states and territories received none. The larger amounts were four of \$40,000 each to Pomona College, Claremont, California; Marietta (Ohio) College; Miami University, Oxford, Ohio; and University of Tennessee, Knoxville; eight of \$50,000 each to De Pauw University, Greencastle, Ind.; Drake University, Des Moines; Western College, Toledo, Iowa; Radcliffe College, Cambridge, Mass.; University of North Carolina, Chapel Hill; Zanesville, Ohio; Washington and Lee University, Lexington, Va.; and Lawrence University, Appleton, Wisconsin; \$75,000 to Pittsfield, Ill.; \$100,000 to Toledo, Ohio; \$125,000 each to Wellesley and Oberlin Colleges; and \$150,000 each to the City Library, Springfield, Mass., and Brown University, Providence, R. I. It will be noted that most of the larger amounts went to colleges; and an examination of the details show that 50, or one-fourth of the 211 gifts amounting to \$1,525,600, or one-half the total, were made to schools and colleges.

ALABAMA

- AUBURN. *Alabama Polytechnic Institute.* \$30,000 for library building from Andrew Carnegie.
 DECATUR. *Public Library.* \$2000 additional from Andrew Carnegie.
 ENSLEY. *Public Library.* \$10,000 for a building from Andrew Carnegie.
 MONTGOMERY. *Alabama State Normal School.* \$15,000 for library building from Andrew Carnegie.

ARKANSAS

- TEXARKANA. *R. R. Y. M. C. A.* 300 volumes, annual gift from Miss Helen M. Gould.
 — 50 volumes on medicine from a local doctor.

CALIFORNIA

- BERKELEY. *University of California Library.* \$1000 from Mrs. W. H. Crocker for books on physiology.
 — \$140 from R. B. for Californiana.
 — \$190 from Ladies of Temple Emanuel for Semitic philology.
 — \$300 from J. K. Moffitt for books.
 — 3594 volumes from various sources.
 — 1000 volumes, the Marius J. Spinello library, presented by his friends.

BERKELEY. *University of California Library*. "Mr. Hubert Howe Bancroft in disposing of his famous library to the university accepted \$150,000 as payment, thus virtually making a gift of \$100,000."

CLAREMONT. *Pomona College*. \$40,000 for a library building from Andrew Carnegie.

COLUSA. *Free Public Library*. \$10,000 for a building from Andrew Carnegie. Accepted.

CORONA. *Public Library*. \$10,000 for a building from Andrew Carnegie.

— \$1500 additional from Andrew Carnegie.

COVINA. *Public Library*. \$8000 for a building from Andrew Carnegie.

— \$1000 additional from Andrew Carnegie.

— Site from Mrs. Italia I. Cook.

FRESNO. *Free Library*. \$400 received from entertainment given by school children for benefit of the children's room.

FULLERTON. *Public Library*. \$7500 for a building from Andrew Carnegie.

LONG BEACH. *Public Library*. \$12,500 for a building from Andrew Carnegie.

MONROVIA. *Public Library*. 600 volumes bequeathed by Mrs. Stickney.

— \$10,000 for building from Andrew Carnegie.

OAKLAND. *Free Library*. \$2000, bequest from Mrs. Caroline C. E. Ver Huell.

— *Mills College*. \$20,000 for building from Andrew Carnegie.

ONTARIO. *Public Library*. \$10,000 from Andrew Carnegie.

PALO ALTO. *Leland Stanford Jr. University*. \$150 for books from Prof. James Barr Ames.

— 100 volumes relating to law from different donors.

— *Public Library*. Chairs to the value of \$132, trees \$8, labor on grounds \$14.

RED BLUFF. *Public Library*. \$10,000 for a building from Andrew Carnegie.

SAN DIEGO. *Free Public Library*. \$18 for books from Wednesday Club.

SAN FRANCISCO. *Public Library*. \$5000 from Andrew B. McCreery for books for the McCreery branch.

SAN MATEO. *Public Library*. \$10,000 for a building from Andrew Carnegie.

SAN PEDRO. *Public Library*. \$10,000 for a building from Andrew Carnegie.

SELMA. *Public Library*. \$6000 for a building from Andrew Carnegie.

VACAVILLE. *Public Library*. \$5000 for a building from Andrew Carnegie.

COLORADO

BOULDER. *University of Colorado, Buckingham Library*. \$80,000 building and site from state.

— 1825 volumes from various sources, principally government.

COLORADO SPRINGS. *Public Library*. 370 volumes, including a collection of books on pottery, given by College Women's Club.

SALIDA. *Public Library*. \$9000 for a building from Andrew Carnegie.

SILVERTON. *Public Library*. \$10,000 for a building from Andrew Carnegie.

CONNECTICUT

BRISTOL. *Free Public Library*. \$1000 bequest from Charles S. Treadway.

DARIEN. *Public Library*. \$5000 for a building from Andrew Carnegie.

FAIRFIELD. *Fairfield Memorial Library*. 300 volumes from Miss Jennings.

— 480 volumes from Oliver G. Jennings.

— \$800 from unmentioned sources.

HARTFORD. *Connecticut Historical Society*. \$400 for an endowment fund from anonymous giver for books.

— \$250 for books from the Wadsworth Athenæum. The books to be deposited in library of Connecticut Historical Society, but technically to be owned by the Athenæum.

— \$1000 from state of Connecticut for printing and issuing the society's publications.

— 1139 volumes and pamphlets from various donors. (For year May, '04-April, '05.)

— *Public Library*. \$6314 from estate of Miss Esther Pratt.

— *Watkinson Library of Reference*. 10,000 volumes, the educational library of Henry Barnard, which was presented by J. Pierpont Morgan to the Athenæum of Hartford, has been permanently deposited in the Watkinson Library.

— From Mrs. Annie Trumbull Slosson, the collection of the late William C. Prime. "The history of illustration by printed pictures," about 1000 volumes.

HUNTINGTON. *Plumb Memorial Library*. \$500 from Mrs. Horace Plumb.

MADISON. *E. C. Scranton Memorial Library*. \$500 from Miss Scranton.

MERIDEN. *Curtis Memorial Library*. \$1000 for an endowment fund.

MIDDLETOWN. *Berkeley Divinity School*. 650 volumes from various sources.

— *Wesleyan University Library*. 3300 books and many pamphlets, the library of the late Prof. J. C. Van Benschoten, purchased for \$1500 and presented to the library.

MILFORD. *Taylor Library*. \$50 from estate of Mrs. Jacob Bristol.

NEW BRITAIN. *New Britain Institute*. \$5000 from J. B. Talcott.

NEW HAVEN. *Free Public Library*. \$5000 from Philo S. Bennett.

NEW LONDON. *Public Library*. \$40,000 bequest from Mrs. Henry Cecil Haven upon the death of her husband and sister.

PROSPECT. *Public Library*. \$5000 from Mrs. Bronson Tuttle.

ROCKVILLE. *Public Library*. \$2500 from J. Alice, Francis T., William and Robert Max-

well, to be known as the Emily Kingsbury Kellogg fund, the income for the purchase of books.

— 477 volumes from the above.

SAYBROOK. *Deep River Public Library*. \$1000 from Mrs. J. W. Marvin.

SUFFIELD. *Kent Memorial Library*. 212 volumes, of which 32 are state and government publications.

— Portrait of the late Sidney A. Kent, the donor of the library.

THOMASTON. *Public Library*. \$1700 for a building from Andrew Carnegie.

WASHINGTON. *Gunn Memorial Library*. \$3000.

WINSTEAD. *Beardsley Library*. \$8025, endowment fund, bequest from Amanda E. Church.

DELAWARE

GEORGETOWN. *Public Library*. \$6000 for a building from Andrew Carnegie.

DISTRICT OF COLUMBIA

WASHINGTON. *Library of Congress*. Very numerous and valuable books, mss., prints, etc., including in particular the Breckinridge and the Van Buren papers, the Squier letters, and reproductions from the German and French governments.

— *Public Library*. \$100 from James T. Du Bois for technological periodicals.

FLORIDA

MARTIN. *Fessenden Academy*. \$5000 for building from Andrew Carnegie.

WINTER PARK. *Rollins College*. \$20,000 for library building from Andrew Carnegie.

GEORGIA

ALBANY. *Public Library*. \$10,000 for a building from Andrew Carnegie.

ATHENS. *State Normal School*. \$10,000 for library building from Andrew Carnegie.

ATLANTA. *Carnegie Library*. \$4000, to be continued for three years, from Andrew Carnegie for library school.

— 648 volumes relating to sociology and literature.

COLUMBUS. *Public Library*. \$25,000 for a building from Andrew Carnegie.

MACON. *Mercer University Library*. 850 volumes from Dr. P. D. Pollock.

IDAHO

BOISE. *Public Library*. \$5000 additional from Andrew Carnegie.

ILLINOIS

BUNKERHILL. *Public Library*. \$7500 for a building from Andrew Carnegie.

CHICAGO. *Chicago Historical Society*. \$250 for manuscripts from Dr. Otto L. Schmidt.

— 1823 volumes and 609 maps, broadsides, etc., from members of the society and its friends.

— Various works of art.

— *Chicago Theological Seminary, Hammond*

Library. 4000 volumes, bequest of Prof. S. I. Curtiss, relating to Old Testament.

— *The John Crerar Library*. 700 volumes and pamphlets relating to charities from Hull House.

— 8480 volumes and pamphlets from 1155 donors.

— *University of Chicago Library*. \$18,650 for books in modern and classical languages.

— 10,215 volumes from various sources.

DE KALB. *Public Library*. \$15,000 for a building from Andrew Carnegie.

EL PASO. *Public Library*. \$6000 for a building from Andrew Carnegie.

EVANSTON. *Free Public Library*. Site from city of Evanston valued at \$31,600.

— \$25,000 for a building, also from city.

— \$1000 additional from Andrew Carnegie.

— *Northwestern University Library*. \$150, proceeds of German play, for books in German literature.

GALENA. *Public Library*. \$12,500 for building from Andrew Carnegie.

GREENVILLE. *Public Library*. \$1000 additional from Andrew Carnegie.

HARVEY. *Public Library*. \$12,500 for a building from Andrew Carnegie.

JOLIET. *Public Library*. \$200 for books from Col. John Lambert.

— Two fine pictures for children's room.

LEWISTON. *Public Library*. \$5000 for building from Andrew Carnegie.

LINCOLN. *Public Library*. 75 children's books from Hon. S. A. Foley.

MONMOUTH. *Monmouth College*. \$30,000 for a building from Andrew Carnegie, if an equal sum be raised for maintenance fund.

MOUNT CARROLL. *Public Library*. \$10,000 for a building from Andrew Carnegie.

NAPERVILLE. *North Western College*. \$25,000 for library building from Andrew Carnegie.

OREGON. *Public Library*. \$7000 for a building from Andrew Carnegie.

— \$3000 additional from Andrew Carnegie.

PITTSFIELD. *Public Library*. \$75,000 for a building from Andrew Carnegie.

PLANO. *Public Library*. \$1250 additional from Andrew Carnegie.

SALEM. *Public Library*. \$1500, a bequest of P. S. Bennett, of New Haven, Conn., for library purposes, if W. J. Bryan give an equal amount, and the city provide maintenance.

— \$1500 and a site from Hon. W. J. Bryan.

SAVANNA. *Public Library*. \$1350 additional from Andrew Carnegie.

SYCAMORE. *Public Library*. \$2000 additional from Andrew Carnegie.

INDIAN TERRITORY

MUSKOGEE. *Public Library*. \$15,000 for a building from Andrew Carnegie.

TAHLEQUAH. *Public Library*. \$10,000 for a building from Andrew Carnegie.

INDIANA

- BATESVILLE. *Public Library*. \$8500 for a building from Andrew Carnegie.
- DECATUR. *Public Library*. \$2000 additional from Andrew Carnegie.
- DELPHI. *Public Library*. \$12,000 for a building from Andrew Carnegie.
- FOWLER. *Public Library*. \$7000 for a building from Andrew Carnegie.
- FRANKFORT. *Public Library*. \$17,500 from Andrew Carnegie.
- GREENCASTLE. *De Pauw University*. \$50,000 for a building from Andrew Carnegie.
- GREENFIELD. *Public Library*. \$15,000 for a building from Andrew Carnegie.
- HAMMOND. *Public Library*. \$2000 additional from Andrew Carnegie.
- MARTINSVILLE. *Public Library*. \$12,500 for a building from Andrew Carnegie.
- MT. VERNON. *Public Library*. \$1500 additional from Andrew Carnegie.
- MUNCIE. *Public Library*. 100 volumes of the American Journal of Medical Science from Dr. G. W. H. Kemper.
- POSEYVILLE. *Public Library*. \$500 additional from Andrew Carnegie.
- RENSSELAER. *Public Library*. \$2000 additional from Andrew Carnegie.
- RICHMOND. *Earlham College Library*. \$30,000 from Andrew Carnegie for a building.
- \$100 from Benj. Johnson for books on education.
- \$100 from E. Cecil for books on history.
- ROCHESTER. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- SALEM. *Public Library*. \$1500 additional from Andrew Carnegie.
- TOPEKA. *Sycamore Corners Literary Society*. \$4000 for a building from Andrew Carnegie.
- \$4000 from Jacob Strauss.
- UNION CITY. *Public Library*. \$1000 additional from Andrew Carnegie.
- WHITING. *Public Library*. \$15,000 for a building from Andrew Carnegie.

IOWA

- ALBIA. *Free Public Library*. \$10,000 for a building from Andrew Carnegie.
- COUNCIL BLUFFS. *Free Public Library*. 55 volumes from Gen. G. M. Dodge relating to Philippine Islands.
- 35 medical books from Drs. McCrae, Dean and Rice.
- DES MOINES. *Drake University*. \$50,000 from Andrew Carnegie for a library building on condition that an equal amount be raised.
- DUBUQUE. *Carnegie-Stout Free Public Library*. 6000 volumes from Hon. W. B. Allison relating to finance and government documents.
- \$11,500 from Andrew Carnegie for addition and improvement of building.
- FAIRFIELD. *Parsons College*. \$15,000 for a building from Andrew Carnegie.

- GUTHRIE CENTER. *Public Library*. \$5000 for a building from Andrew Carnegie.
- INDIANOLA. *Simpson College*. \$10,000 for a building from Andrew Carnegie.
- \$2000 additional from Andrew Carnegie.
- IOWA CITY. *State University of Iowa Library*. 400 volumes relating to classical literature from Mr. Frank A. Lowden.
- LEON. *Free Public Library*. \$6000 for a building from Andrew Carnegie.
- MANSON. *Public Library*. \$6000 for a building from Andrew Carnegie.
- NASHUA. *Free Public Library*. \$5000 for a building from Andrew Carnegie.
- \$690 additional from Andrew Carnegie.
- OSAGE. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- OSKALOOSA. *Public Library*. \$2000 additional from Andrew Carnegie.
- OXFORD JUNCTION. *Free Public Library*. \$3500 from estate of John Wrigis.
- PARKERSBURG. \$8000 from Mr. and Mrs. C. C. Wolf for a Methodist Episcopal Church which is to contain library rooms free to all persons in Parkersburg and vicinity.
- \$2000 for books from Mr. and Mrs. C. C. Wolf and a set of encyclopedias.
- PELLA. *Library Association*. \$10,000 from C. C. Wolf.
- PERRY. *Public Library*. \$600 additional from Andrew Carnegie.
- SPIRIT LAKE. *Free Public Library*. \$6000 for a building from Andrew Carnegie.
- TOLEDO. *Western College*. \$50,000 from Andrew Carnegie.
- VINTON. *Public Library*. \$2500 additional from Andrew Carnegie.
- WATERLOO. *Public Library*. \$5000 additional from Andrew Carnegie.

KANSAS

- ABILENE. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- CHANUTE. *Public Library*. \$2000 additional from Andrew Carnegie.
- DODGE CITY. *Public Library*. \$7500 for a building from Andrew Carnegie.
- DOWNS. *Public Library*. \$5000 for a building from Andrew Carnegie.
- \$1140 additional from Andrew Carnegie.
- GERARD. *Public Library*. \$8000 for a building from Andrew Carnegie.
- INDEPENDENCE. *Public Library*. \$20,000 for a building from Andrew Carnegie.
- LINDSBORG. *Bethany College*. \$20,000 for library building from Andrew Carnegie.
- PAOLA. *Free Public Library*. Property worth \$500 from the heirs of J. W. Sponable.
- PLAINVILLE. *Public Library*. \$40 for books from citizens.
- RUSSELL. *Public Library*. \$5000 for a building from Andrew Carnegie.

KENTUCKY

- BEREA. *Berea College Library*. 3293 volumes from various donors; also 5463 unbound numbers of magazines and 10,013 papers.
- DANVILLE. *Central University of Kentucky*. \$30,000 for library building from Andrew Carnegie.
- ELIZABETHTOWN. *Public Library*. \$7000 for a building from Andrew Carnegie.
- LEXINGTON. *Public Library*. Site valued at \$9000; also house and lot which sold for \$8000, which is to be invested for a perpetual fund for books, and about 14,000 volumes, all from the old Lexington Library Company.
- \$6000 for endowment fund from city and county for general expenses and books.
- SOMERSET. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- WINCHESTER. *Kentucky Wesleyan College*. \$15,000 for a library building from Andrew Carnegie if an equal amount be raised.
- \$6500 additional from Andrew Carnegie for equipment.

LOUISIANA

- JENNINGS. *Public Library*. \$10,000 for a building from Andrew Carnegie.

MAINE

- BELFAST. *Free Library*. 89 volumes from the library of Judge Joseph Williamson.
- BRUNSWICK. *Bowdoin College Library*. \$300 from class of 1893 for a collection of "Long-fellow" portraits.
- 1000 volumes and 2300 pamphlets from A. Appleton Packard in memory of Prof. Alpheus S. Packard, relating to natural science, entomology and evolution.
- 500 miscellaneous books from many different donors.
- FAIRFIELD. *Good Will Home Association*. \$15,000 from Andrew Carnegie for a library building if an equal sum be raised.
- FREEPORT. *Public Library*. \$6500 for a building from Andrew Carnegie.
- KENNEBUNK. *Free Library Association*. \$15,000 for a building from George Parsons, of New York.
- MADISON. *Public Library*. \$3000 additional from Andrew Carnegie.

MARYLAND

- ANNAPOLIS. *St. John's College*. \$16,700 for a library building from Andrew Carnegie.
- BALTIMORE. *Maryland Diocesan Library*. 500 volumes from various sources, principally on theology.

MASSACHUSETTS

- ABINGTON. *Public Library*. 200 volumes from the library of the late Rev. Jesse H. Jones.
- AMHERST. *Amherst Library Association*. \$500 for an endowment fund from Miss Sarah P. Ferry.

- ANDOVER. *Public Library*. The trustees of Phillips Academy have given a portion of the income of a fund established by Lieutenant Governor Phillips for non-sectarian religious books.
- \$25,000 bequest from Mrs. Helen G. Coburn for the endowment fund of the memorial hall and library.
- *Theological Seminary Library*. \$900 for books from various donors.
- 1000 volumes from estate of the late Prof. E. C. Smythe, D.D., relating to theology.
- 175 volumes from other donors.
- ASHBY. *Public Library*. Portraits of Edwin Chapman, the donor of the library building, and of Mrs. Chapman.
- BARNSTABLE. *Hyannis Free Public Library*. \$100 for books.
- BOLTON. *Public Library*. \$25 toward cataloging from Mrs. J. Wyman Jones.
- BOSTON. *Boston Medical Library*. Valuable collection on vaccination from Dr. F. C. Martin. Very numerous books and periodicals in special lines.
- *Public Library*. \$14,516 for an endowment fund from the late Joseph H. Center, and real estate from the same yielding \$1560 yearly.
- \$100 from Andrew Carnegie (annually) for the purchase of books relating to women, or by them.
- 12,812 volumes and 663 photographs from 3570 givers.
- BREWSTER. *Ladies' Library*. 3600 volumes, bequest from Rev. Thomas Dawes.
- 50 volumes and subscriptions to 10 magazines from individuals.
- BRIDGEWATER. *Memorial Public Library*. \$500 endowment fund from Miss Sarah T. Bates.
- \$5000 endowment from the Gilbert estate.
- \$1000 endowment fund from Miss Cora Thompson.
- Archaeological reviews from Rev. W. C. Winslow.
- Flag from G. A. R. Post 205.
- Flag staff from Mr. S. P. Gates.
- CAMBRIDGE. *Harvard College Library*. \$1,000,000 bequest from the late William F. Milton, to become available after the death of his widow. Specific bequests and trust funds are named, the rest of the estate, estimated as above, is left to Harvard for the erection of a library building, or the income may be used for special investigations.
- \$500 for books on Venice from Francis Skinner.
- \$1070 for books and 5824 volumes from Prof. A. C. Coolidge.
- The library of Prof. C. E. Norton was secured by subscription from his friends.
- \$8500 from friends of Prof. C. E. Norton, income to be used for books suggested by him.

- CAMBRIDGE. *Harvard College Library*. 548 volumes of legislative proceedings and public documents from the German and Prussian governments.
- 838 sheets of the topographical maps of Japan from the government of Japan.
- \$10,000 from Mr. Amory Gardner toward a new library building.
- \$2500 from class of 1881, income for books for the Division of Chemistry.
- \$18,797 for immediate use from various donors for books on various subjects.
- *Radcliffe College*. \$50,000 for library building from Andrew Carnegie.
- CARVER. *South Carver Public Library*. \$500 bequest from William E. Savery.
- CENTERVILLE. *Public Library*. \$250 was made at a fair which paid library expenses for a year.
- CHESHIRE. *Public Library*. \$93 from a fair.
- DIGHTON. *Public Library*. \$6000 for a building from Andrew Carnegie.
- DOUGLAS. *Public Library*. \$6000 bequest from the late James Smith, the income to be used for books.
- \$15,000 endowment fund from James M. Fairfield for care of building and grounds.
- EASTHAM. *Public Library*. \$15,000 from Robert C. Billings estate.
- EASTHAMPTON. *Public Library*. \$100 from West Boylston Mfg. Co.
- EVERETT. *Public Library*. Mr. Albert M. Parlin paid for extensive improvements of the library grounds.
- FITCHBURG. *Public Library*. The Jenks music library of 914 volumes from Herbert I. Wallace.
- GRANVILLE. *Public Library*. A building for the acetylene gas plant has been given by M. B. Whitney and Ralph B. Cooley.
- GREENFIELD. *Public Library*. 85 volumes from Mrs. Anne W. Cushman.
- HAMILTON. *Public Library*. The library has received the "Book of records of the Hamilton Second Social Library," commenced Feb. 10, 1817.
- \$1000 bequest from the late Miss Augusta Dodge for furnishing a reading room as a memorial to her sister, to be known as the Gail Hamilton Reading Room.
- HARDWICK. *Public Library*. \$12,000 for building from fund left by the late Lucius R. Page, D.D.
- HOLBROOK. *Public Library*. \$200 from Miss Mary W. Holbrook.
- HOLYOKE. *Public Library*. Articles of Japanese art, valued at about \$500, have been given by citizens.
- Mounted collections of botanical specimens.
- HOPEDALE. *Bancroft Memorial Library*. 72 volumes on technical subjects from Mrs. C. L. Bailey.
- Cararra marble fountain, surmounted by a statue of Hope, by Waldo Story, from Mrs. Susan Preston Draper.
- HOPKINTON. *Public Library*. \$2000 bequest from the late James A. Woolson, the income to be used for running expenses and the purchase of books.
- \$5000 bequest from Mrs. Sarah A. Crooks.
- HYANNIS. *Free Public Library*. \$100 for books from Gustavus Hinckley.
- LANCASTER. *Town Library*. \$200 for books from John E. Thayer.
- \$50 for art books.
- Portrait of the late Hon. Henry S. Nourse, for many years a library trustee, has been presented by Miss L. A. Nourse.
- LENOX. *Library Association*. 500 volumes from fund collected by friend and given as a memorial of the late Ethel Latimer Cram.
- LEXINGTON. *Cary Library*. Building and site from Miss Alice B. Cary.
- LUDLOW. *Public Library*. 145 volumes from the Ludlow Manufacturing Associates.
- LYNN. *Public Library*. \$500 bequest of Dr. Martha J. Flanders.
- \$500 bequest of Horace N. Hastings.
- Several works of art.
- LYNNFIELD. *Public Library*. \$4000 bequest from the late George N. Blake, the income to be used for books.
- MANSFIELD. *Public Library*. \$1000 bequest from the late Mrs. Fanny J. Morse.
- MARLBOROUGH. *Public Library*. A collection of letters and papers in connection with the history of the town, from the estate of the Rev. Horatio Alger.
- MATTAPOISETT. *Public Library*. \$500 for books from Mr. and Mrs. C. A. King.
- MELROSE. *Public Library*. \$25 for children's books from Miss Mary L. Charles.
- 34 volumes relating to the history of Boston from Hon. John W. Farwell.
- Cabinet filled with relics and articles of historic interest from Faneuil Hall Chapter D. A. R.
- 1000 volumes presented by the late Daniel W. Gooch.
- NEWBURYPORT. *Public Library*. \$1000 bequest from the late George Haskell.
- \$1050 from William H. Swasey for the building fund for the South End Reading Room.
- NEWTON. *Free Library*. \$200 from estate of Miss E. L. Rand.
- \$500 bequest from the late John C. Chaffin, the income for books.
- A portrait of Mr. Chaffin, and also one of Miss Hannah P. James, a former librarian.
- NORTH ATTLEBOROUGH. *Public Library*. 25 volumes of children's books from Mr. and Mrs. H. F. Barrows, Jr.
- A gift of books from the library of the late Henry Rice, containing a complete set of the *North American Review*.
- NORTHBOROUGH. *Public Library*. One hundred dollars' worth of children's books from Mrs. Louise Dudley Brooks.

- OAKHAM. *Public Library*. \$4000 bequest for a building from the late Charles Fobes.
- Site from Mrs. Maria T. F. Rugg.
- OSTERVILLE. *Public Library*. \$100 bequest from Mr. Gustavus Hinckley.
- \$100 towards a children's room.
- PLYMOUTH. *Public Library*. \$20 for books from Miss Mary Pratt.
- \$500 legacy from Miss Laura Russell.
- PRINCETON. *Public Library*. \$1000 bequest from the late Edward A. Goodnow.
- ROCKLAND. *Public Library*. Portraits of Miss Amelia Pool, a former librarian, and of the late Maria Louise Pool have been given.
- SALEM. *Essex Institute*. Mr. John Robinson has presented his collection of about 2700 oriental coins of the countries to which Salem ships have sailed, together with 150 volumes on numismatics.
- *Public Library*. \$500 from Capt. William J. Chever.
- SANDWICH. *Public Library*. \$25 from a citizen.
- 140 books from other citizens.
- SHARON. *Public Library*. \$1622 from estate of Mrs. Olin E. Hayden, with a portion of which a library site has been purchased.
- SOMERSET. *Public Library*. \$2500 bequest from Mrs. Sarah Hood for building.
- SOUTH HADLEY. *Mount Holyoke College Library*. \$500 for the new building from Miss Helen Gould and \$760 for furnishings from alumnæ.
- \$500 for an endowment fund from Mrs. Sarah A. Adams Cooley for books and periodicals relating to mission work.
- \$500 from various sources.
- 275 volumes and 350 pamphlets from the library of the late Prof. Annah May Soule.
- 200 volumes from Prof. Charles A. Young and several other books from individuals.
- *Public Library*. \$15,000 bequest from William H. Gaylord, the income to be used for running expenses.
- SOUTH HADLEY FALLS. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- SPRINGFIELD. *City Library Association*. \$150,000 for a building from Andrew Carnegie without conditions.
- \$100 for books on wood engraving and specimens.
- \$12,000 from various citizens to clear the library association from debt incurred in purchase of additional land and erection of heating plant.
- Under the will of the late Edward M. Walker, the association will in time receive the income of one-third of his estate annually, to be used for the development and improvement of its science museum. The estate is supposed to be somewhat over \$400,000.
- SPRINGFIELD. *City Library Association*. 41 opera scores from Mrs. William P. Mattoon.
- SUNDERLAND. *Public Library*. 153 volumes, valued at \$500, from Henry W. Taft; New England history and genealogy.
- SWANSEA. *Public Library*. \$500 from estate of John S. Brayton, to be known as the John S. Brayton fund, the income for books.
- TOWNSEND. *Public Library*. \$50 from Edward Ordway to help pay for cataloging.
- UXBRIDGE. *Public Library*. \$5000 bequest from the late Mrs. Julia Thayer.
- WALPOLE. *Public Library*. \$500 bequest from the late Mrs. Catherine Leland; also a clock.
- WAREHAM. *Free Public Library*. \$500 bequest from Mrs. Betsey Besse.
- WATERTOWN. *Free Public Library*. 83 volumes, 3419 papers and pamphlets from A. N. A. Groeschner, by bequest.
- 545 volumes, 981 papers and pamphlets.
- WAYLAND. *Public Library*. \$4000 bequest from the late Mrs. Cynthia C. Roby.
- WELLESLEY. *Wellesley College Library*. \$125,000 for a building from Andrew Carnegie, conditioned on raising a like sum. This sum has not been raised yet.
- WENDELL. *Public Library*. \$800 real estate mortgage from Miss Fannie Hinsdale.
- WEST STOCKBRIDGE. *Public Library*. \$86 from entertainment for library furnishings.
- WEST YARMOUTH. *Public Library*. \$10 and 35 books.

MICHIGAN

- BIRMINGHAM. *Public Library*. \$8000 for a building from Andrew Carnegie.
- DETROIT. *Public Library*. Site from James E. Scripps, valued at \$10,000.
- GRAND RAPIDS. *Public Library*. \$1300 equipment for historical room from M. A. Ryerson.
- 1000 volumes from Bissell House Association by transfer.
- 3000 books and pamphlets from C. W. Garfield on horticulture.
- 9300 books, pamphlets, etc., from various sources.
- Five memorial libraries for sick and crippled children, costing \$50 to \$75 each for box, books and bookplate, part of what is termed Sunshine Work.
- MARQUETTE. *Peter White Public Library*. \$165 for scientific books from club members.
- 250 volumes from various sources.
- MENDON. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- MENOMINEE. *Spies Public Library*. Building and site, valued at \$30,000, from Augustus Spies.
- \$2000 from city for an endowment fund.
- \$1142 for books from citizens.
- 271 books from various persons.
- MORENCI. *Public Library*. \$5000 for building from Andrew Carnegie.

- MUSKEGON. *Hackley Public Library*. \$150,000 for the purchase of pictures, a bequest from Charles H. Hackley.
- PORTLAND. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- SAGINAW. *Hoyt Public Library*. \$660 for books from four friends.
- \$100 from Woman's Club.
- ST. JOSEPH. *Public Library*. \$1000 additional from Andrew Carnegie.

MINNESOTA

- ALBERT LEA. *Public Library*. Mission clock from the Ladies' Auxiliary Committee of Albert Lea College.
- ALEXANDRIA. *Public Library*. \$2000 additional from Andrew Carnegie.
- Two carbon prints, Jeremiah and the Delphica, by Michelangelo, from the Woman's Club.
- Electric clock from Chris Raiter.
- Bronze bust of Irving with pedestal from H. A. Foeller.
- ANOKA. *Public Library*. Statue of Minerva, clock, and portrait of Shakespeare from the Philolectian Society.
- AUSTIN. *Carnegie Public Library*. Collection of curios from Greenland, Japan and China from Consul James W. Davidson.
- Wrought iron lamp for entrance from senior class of high school.
- FERGUS FALLS. *Public Library*. Bas relief of Hiawatha from Vernon A. Wright.
- GRAND RAPIDS. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- HUTCHINSON. *Public Library*. Wrought-iron andirons from the Ladies' Art Society.
- MADISON. *Public Library*. \$8000 for a building from Andrew Carnegie.
- MANKATO. *Public Library*. Oil painting of Andrew Carnegie by Thorp from Hon. J. T. McCleary.
- MAPLETON. *Public Library*. \$5000 for a building from Andrew Carnegie.
- MINNEAPOLIS. *Public Library*. 278 volumes from George W. Peavy relating to calendars of state papers of Great Britain.
- 53 miscellaneous volumes, 530 pamphlets and 5 Japanese prints.
- MONTEVIDEO. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- MORRIS. *Public Library*. Clock from the Mothers' Club.
- NORTHFIELD. *Scoville Memorial Library of Carleton College*. \$50 from an undesignated fund.
- 30 volumes from various sources.
- Bronze memorial tablet of John Chandler Williams from his son, Rev. Edward M. Williams.
- RED WING. *Carnegie-Lowther Library*. Bronze portrait bust of Rev. J. W. Hancock from Edmund D. Brooks.
- ROCHESTER. *Public Library*. \$20,000 from Mrs. Walter Hurlbut as an endowment, to

be known as the "Walter Hurlburt book fund."

- ST. CLOUD. *Public Library*. Four Arundel prints from the Ladies' Reading Room Society.
- ST. PAUL. *Minnesota Historical Society*. \$1000 bequest of Judge Greenleaf Clark for endowment.
- STILLWATER. *Public Library*. \$10,000 bequest from Mrs. Sarah A. Murdock to found the Hollis R. Murdock memorial fund.
- Young folks' library, edited by T. B. Aldrich, from Mrs. Harriet S. Jenks.
- 76 volumes of bound magazines from Mrs. Helen M. Torimus.
- VIRGINIA. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- WINONA. *Free Library*. Two paintings — "An old Flemish town," by C. Warner Eaton, and "Spring in the Berkshires," by H. Bolton Jones — from citizens of Winona.

MISSISSIPPI

- MERIDIAN. *Public Library*. \$15,000 for a building from Andrew Carnegie.
- OXFORD. *Mississippi State University*. The trustees announced on June 7 that they had declined Andrew Carnegie's offer of \$25,000, on the ground that his condition of an equal amount placed the state in the position of a mendicant.
- UNIVERSITY. *University of Mississippi*. \$25,000 for library building from Andrew Carnegie.

MISSOURI

- ALBANY. *Public Library*. \$2500 additional from Andrew Carnegie.
- FULTON. *Westminster*. \$2075 from a friend for books and equipment.
- LIBERTY. *William Jewell College*. The library of Rev. Charles H. Spurgeon, 7000 volumes, was bought for \$3000 and given to the college by friends.
- MARYSVILLE. *Public Library*. \$1500 additional from Andrew Carnegie.
- PARKVILLE. *Park College Library*. \$50 for books from Park College graduates in Chile for the department of history.
- RICHMOND. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- ST. LOUIS. *Public Library*. 3500 volumes from various sources.

MONTANA

- ANACONDA. *Hearst Free Library*. \$1000 for books from Mrs. P. A. Hearst.
- 85 children's books from Anaconda school district, 61 books from private citizens.
- LEWISTON. *Public Library*. \$10,000 for a building from Andrew Carnegie.

NEBRASKA

- McCook. *Public Library*. \$10,000 for a building from Andrew Carnegie.

NEW HAMPSHIRE

- BERLIN. *Public Library*. 17 etchings, copies from the old masters, and numerous photographic prints, all beautifully mounted and framed, nine busts and two reliefs.
- CLAREMONT. *Fiske Free Library*. Bust of Beethoven from Claremont Music Club.
- DURHAM. *College of Agriculture and Mechanic Arts*. \$20,000 for library building from Andrew Carnegie.
- EXETER. *Phillips Exeter Academy*. \$50,000 for a library building; a bequest from Benjamin P. Davis.

NEW JERSEY

- CAMDEN. *Public Library*. \$10,000 additional from Andrew Carnegie.
- EAST ORANGE. *Free Public Library*. \$20,000 for two buildings from Andrew Carnegie. (The matter is now referred to the city council and will doubtless be accepted.)
- 1257 volumes from citizens.
 - 456 pamphlets, 2926 periodicals, 1721 newspapers, 90 photographs, one fan palm and several works of art.
- ELIZABETH. *Public Library and Reading Room*. \$122 for books from Local Board of Women's Clubs.
- \$25 for books from Peter Engenolf.
- HACKENSACK. *Johnson Public Library*. \$650 for books from citizens of the town.
- JERSEY CITY. *Free Public Library*. Collection of minerals, marine curios and piece of statuary from Miss E. C. Ogden.
- MADISON. *Drew Theological Seminary*. 4000 volumes from various sources.
- NEW BRUNSWICK. *Free Public Library*. 1200 volumes from estate of Rev. A. A. Murphy.
- NEWARK. *Free Public Library*. Howard W. Hayes memorial collection of rare bronzes, porcelains, rugs, books, and paintings.
- *New Jersey Historical Society*. 578 volumes on history from Samuel H. Hunt.
- PLAINFIELD. *Public Library and Reading Room*. \$100 for books from Mason W. Tyler.
- Two window transparencies and \$60 for two others.
 - 362 volumes from various sources.
- PRINCETON. *Princeton University Library*. \$6000 for administration and library furnishing from anonymous givers.
- 6210 volumes from sundry persons.

NEW YORK

- ALBANY. *New York State Library*. 10,176 volumes from Oct. 1, 1904-Sept. 30, 1905.
- 53,309 pamphlets, 257 maps, 410 pictures, and 3184 other gifts from Oct. 1, 1904-Sept. 30, 1905.
- AUBURN. *Seymour Library Association*. A copy of William Gilbert's "Treatise on the loadstone," a valuable book costing probably several hundred dollars.
- Bronze tablet to the memory of founder of the library, presented by Willard E. Case.
- AURORA. *Wells College Library*. \$500 for books from private individuals.
- BALLSTON SPA. *Public Library*. \$30,000 for a building from Mrs. Helen M. Knickerbacker and her son. The village agreeing to appropriate \$600 yearly for maintenance; the donors also agree to furnish an endowment.
- BROOKLYN. *Public Library*. 437 volumes for the blind from the Church of the Messiah.
- 7173 volumes from Hebrew Educational Society.
 - 3541 volumes, 300 unbound volumes, 3342 pamphlets, 4528 periodicals, from various donors.
- CANTON. *St. Lawrence University-Herring Library*. 162 volumes, bequest from Dr. Prelo Cone relating to theology.
- 157 volumes from All Souls Church, Brooklyn.
- ITHACA. *Cornell University Library*. 12,500 volumes from Willard Fiske by bequest, relating to Petrarch, Dante and Iceland.
- 456 volumes from Andrew D. White; historical.
 - 406 volumes from the family of George C. Caldwell; scientific.
 - 373 volumes from T. F. Crane; romance, philology.
 - 530 volumes from Theodore Stanton; English literature.
- JAMESTOWN. *James Prendergast Free Library*. \$1000, a bequest from Elial F. Hall in trust to Mary E. Hazeltine for the purchase of such books as in her judgment the testator would prefer.
- LONG ISLAND CITY. *Queensborough Library*. \$5 from D. A. Ausbacher.
- 166 volumes from two friends.
- NEW YORK. *Columbia University Library*. \$10,000 for books from anonymous donor.
- \$3500 for additional shelving from anonymous donor.
 - 15,000 volumes from sundry donors.
 - *Public Library*. 1034 volumes and 3910 pamphlets from various sources.
 - *Young Men's Hebrew Association*. \$10,000 from Mrs. Joseph B. Bloomingdale in memory of her husband; the income for the purchase of books on engineering, chemistry and allied subjects.
- PATCHOGUE. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- POUGHKEEPSIE. *Vassar College Library*. \$800 for books in English literature from class of 1900.
- \$300 for books in romance languages from Mrs. Edgar J. Bowen.
- SCHENECTADY. *Public Library*. \$5000, a bequest from Albert J. Pitkin.
- SKANEATELES. *Skaneateles Library Association*.

tion. \$1000 endowment fund from estate of Joseph C. Willets.

— \$95 from various sources.

— 239 volumes and 41 subscriptions to periodicals.

SYRACUSE. *Syracuse University Library*. \$150,000 for an endowment fund from persons desiring names withheld, the income to be used for both general expenses and books.

TICONDEROGA. *Public Library*. \$2000 additional from Andrew Carnegie.

WALKILL. *Public Library*. \$3000, a bequest from Penelope Borden Hamilton.

WARSAW. *Public Library*. \$2000 additional from Andrew Carnegie.

WELLSVILLE. *Public Library*. \$7500 for a building from Andrew Carnegie.

WHITE PLAINS. *Public Library*. \$4500 additional from Andrew Carnegie.

NORTH CAROLINA

CHAPEL HILL. *University of North Carolina Library*. \$175 from societies of the university for recataloging part of library.

— 429 volumes from various sources.

— \$50,000 from Andrew Carnegie, conditional upon raising equal amount.

CHARLOTTE. *Biddle University*. \$12,500 for library building from Andrew Carnegie.

— *Carnegie Library*. \$100 for books from performance of "Pinafore" by school children.

— \$226 from ladies for book fund.

— 448 volumes merchants of the city, "to the most popular institution."

— \$10,000 additional from Andrew Carnegie for lecture room and extension of stack, making a total of \$30,000.

DAVIDSON. *Davidson College*. \$20,000 from Andrew Carnegie for a library building on the usual conditions.

GREENSBORO. *Public Library*. \$10,000 for a building from Andrew Carnegie.

SALISBURY. *Livingstone College*. \$12,500 for library building from Andrew Carnegie.

NORTH DAKOTA

FARGO. *Fargo College*. \$15,000 for library building from Andrew Carnegie.

FARGO. *North Dakota Agricultural College*. \$18,400 for library building from Andrew Carnegie.

GRAND FORKS. *State University of North Dakota Library*. 1160 volumes from Scandinavians in North Dakota relating to Scandinavian literature.

— 362 volumes from North Dakota State Historical Society relating to medicine.

— 287 volumes from Mrs. John M. Cochran relating to history and literature.

OHIO

BROOKLYN. *Public Library*. \$1800 additional from Andrew Carnegie.

CANTON. *Public Library*. \$500 for children's books and a marble statue of Sappho by Dupre, from Wm. S. Hawk.

CEDARVILLE. *Cedarville College*. \$7500 for a library building from Andrew Carnegie.

CINCINNATI. *Historical and Philosophical Society of Ohio*. 458 volumes and 51 maps relating to Civil War from family of H. M. Cist.

— \$1000; the balance of \$6000 bequest from estate of Margaret A. King.

— 369 volumes from many different donors.

— *Public Library*. Deeds to five sites from the city.

— 276 books and unbound magazines from Dr. E. G. Betty.

CLEVELAND. *Public Library*. \$34 for books for the blind from the library assistants.

— 1354 volumes relating to oriental literature and folklore from John G. White.

CLEVELAND HEIGHTS. *Public Library*. \$10,000 for a building from Andrew Carnegie.

COLUMBUS GROVE. *Public Library*. \$10,000 for a building from Andrew Carnegie.

DEFIANCE. *Public Library*. \$4500 additional from Andrew Carnegie.

EATON. *Public Library*. \$10,000 for a building from Andrew Carnegie.

GERMANTOWN. *Public Library*. \$10,000 for a building from Andrew Carnegie.

MARIETTA. *Marietta College Library*. \$40,000 from Andrew Carnegie on condition that an equal sum be raised for remodelling the present building as a recitation hall.

OSHERLIN. *Oberlin College Library*. \$125,000 from Andrew Carnegie, on condition that \$100,000 be raised as a new endowment fund.

— \$1250 endowment fund from friends of the college.

— \$575 from friends of the college for books and general expenses.

— About 1000 volumes from Prof. A. A. Wright on zoology and geology.

OXFORD. *Miami University*. \$40,000 from Andrew Carnegie for library if an equal sum be raised.

ROCKPORT. *Public Library*. \$10,000 for a building from Andrew Carnegie.

SALEM. *Public Library*. \$2500 additional from Andrew Carnegie, making \$20,000.

SANDUSKY. *Sandusky Library Association*. \$125 for books from a friend.

— 15 volumes on genealogy from Mozart Hallup.

SPRINGFIELD. *Warder Public Library*. Portrait of the late ex-governor, Asa S. Bushnell, from Mrs. Bushnell.

— Bust of Schiller from the German Society of Springfield.

TIFFIN. *Heidelberg University*. \$25,000 for a building from Andrew Carnegie.

TOLEDO. *Public Library*. \$100,000 for several branch library buildings from Andrew Carnegie. No action taken.

- WARREN. *Public Library*. \$7000 additional from Andrew Carnegie.
 WAUSEON. *Public Library*. \$500 additional from Andrew Carnegie.
 WESTERVILLE. *Otterbein University*. \$20,000 from Andrew Carnegie for library if an equal sum be raised.
 WOOSTER. *University Library*. \$35,000 for addition to building from H. C. Frick.
 — 698 volumes from various sources.
 XENIA. *Public Library*. \$3500 additional from Andrew Carnegie.
 ZANESVILLE. *Public Library*. \$50,000 for a building from Andrew Carnegie.

OKLAHOMA

- SHAWNEE. *Public Library*. \$500 additional from Andrew Carnegie.

OREGON

- DALLAS. *Public Library*. \$350 from citizens.
 EUGENE. *Public Library*. \$10,000 for a building from Andrew Carnegie.
 FOREST GROVE. *Pacific University*. \$20,000 for library building from Andrew Carnegie.
 PORTLAND. *Library Association*. \$6000 from the directors for furnishing and renovating hitherto unused portion of library building.
 — 88 volumes relating to medicine from Oregon Medical Society.

PENNSYLVANIA

- CHEYNEY. *Institute for Colored Youth*. \$10,000 for a building from Andrew Carnegie.
 DUNMORE. *Public Library*. \$15,000 for a building from Andrew Carnegie.
 GEORGETOWN. *Public Library*. \$6000 for a building from Andrew Carnegie.
 GROVE CITY. *Grove City College*. \$2000 additional from Andrew Carnegie.
 HAVERFORD. *Library of Haverford College*. \$160 for books.
 — 506 volumes from various sources.
 HUNTINGTON. *Juniata College*. \$28,000 for library building from Andrew Carnegie.
 OIL CITY. *Public Library*. \$4000 additional from Andrew Carnegie.
 PHILADELPHIA. *Girard College Library*. 47 volumes on architecture from Mr. John H. Converse.
 — *Library of College of Physicians of Philadelphia*. 4231 volumes from 289 donors, on medicine.
 — 8513 pamphlets and reprints.
 — *Library of the University of Pennsylvania*. \$4000 for books from miscellaneous sources.
 PITTSBURGH. *Carnegie Library*. 2056 volumes, 2169 pamphlets.
 SLATINGTON. *Public Library*. \$10,000 for a building from Andrew Carnegie.
 TITUSVILLE. *Benson Memorial Library*. \$6000 from Mrs. Emerson to be known as the Charles F. Emerson fund, the income for the purchase of books.
 WARREN. *Public Library*. \$5000, endowment

- fund for books, magazines and papers by the will of Judge Lansing D. Wetmore.
 — \$195 from several persons.
 — Portrait of wife and daughter of Mr. Thomas Struthers, founder of library, given by Struthers estate.

RHODE ISLAND

- NEWPORT. *People's Library*. Building and site valued at \$20,000 from Christopher Townsend.
 — \$8000 from trustees.
 — \$6700 endowment fund from Christopher Townsend.
 — \$5000 from G. H. Norman.
 PAWTUCKET. *Deborah Cook Sayles Public Library*. 73 volumes of the Jesuit Relations from the estate of the late Rev. John Harty.
 PROVIDENCE. *Brown University Library*. \$150,000 for a building from Andrew Carnegie, conditional upon raising a like sum.
 — \$1000 endowment fund from Samuel C. Eastman for books of American poetry.
 — 198 volumes from Samuel C. Eastman relating to American poetry.
 — 1500 volumes and 3000 pamphlets relating to natural history from A. Appleton Packard.
 — 58 letters written by George William Curtis given by Mrs. E. M. O. Connor-Calder.
 — *Providence Athenæum*. \$2000 for an endowment fund for books from Mrs. Thomas P. Shepard.
 — \$1200 for renovating of reading room, raised by a friend.
 — 156 volumes from various sources.
 — Mr. Isaac C. Bates has had the canvas copy of Stuart's portrait of Washington restored and the frame regilded.
 — *Public Library*. \$58,216 for an endowment fund from Charles C. Hoskins estate. This is in addition to amounts already received.
 — \$328 from various sources.
 WESTERLY. *Memorial and Library Association*. Author's autograph Japan edition of "Paris known and unknown," by William Walton, 10 volumes, value \$300.

SOUTH CAROLINA

- ANDERSON. *Public Library*. \$10,000 for a building from Andrew Carnegie.
 GREENVILLE. *Furman University*. \$15,000 for library building from Andrew Carnegie.
 SPARTANBURG. *Wofford College Library*. \$10,000 for a building from the late Miss Julia Smith.
 — 300 volumes relating to French and German literature and European travel from students.

SOUTH DAKOTA

- MILLBANK. *Public Library*. \$7000 for a building from Andrew Carnegie.

TENNESSEE

- CHATTANOOGA. *Public Library*. \$10,000 for an endowment fund from Mrs. Caroline E. Richmond, the income to be used for young people's department.
- \$4000 for books from a number of our leading citizens.
- 7257 volumes from citizens.
- A large Copley print, Sir Galahad, several potted palms and ferns, year's subscription to eight magazines, and young people's department equipped and furnished by Mrs. C. E. Richmond.
- \$15,000 from Andrew Carnegie for a branch library for negroes.
- CUMBERLAND GAP. *Lincoln Memorial University*. \$20,000 for library building from Andrew Carnegie.
- HUNTINGTON. *Southern Normal University*. Gifts amounting to about \$250.
- JEFFERSON CITY. *Carson and Newman College*. \$10,000 for a building from Andrew Carnegie, on condition that an equal amount be raised.
- 300 volumes from Capt. W. W. Woodruff.
- KNOXVILLE. *University of Tennessee*. \$40,000 from Andrew Carnegie, if an equal sum be raised.
- MEMPHIS. *Cossitt Library*. 603 volumes, 896 pamphlets, 730 periodicals and 98 maps and charts.
- NASHVILLE. *Carnegie Library*. \$35 from Mr. A. E. Howell to buy a stereopticon lantern to be used for children's story hour and free lectures.
- 240 volumes and 588 pamphlets from various sources.
- 30 volumes of classic stories for children.
- Fisk University*. \$20,000 for library building from Andrew Carnegie.

TEXAS

- AUSTIN. *University of Texas Library*. \$100 for books by southern writers from Mr. H. P. Hilliard.
- 1350 volumes from Miss Florence Ralston Brooke.
- DALLAS. *Public Library*. \$500 for books from Mrs. A. H. Belo, Sr.
- GALVESTON. *Rosenberg Library*. 5000 volumes from the City Library, given by city of Galveston, and 1300 pamphlets.
- NACOGDOCHES. *Public Library*. \$10,000 for a building from Andrew Carnegie.
- SAN ANTONIO. *Carnegie Library*. \$55 from G. W. Brockenridge for books.
- \$25 from Mrs. E. B. Chandler for children's books.
- Bronze bust of Dr. Ferdinand Huff by his friends.

UTAH

- PROVO CITY. *Free Public Library and Reading Room*. 1800 volumes from citizens.

- PROVO CITY. *Free Public Library and Reading Room*. \$63 from Womans' Clubs.
- \$90 from entertainments.
- SALT LAKE CITY. *Free Public Library*. \$90,000 building from John Q. Packard, who in 1900 gave site worth \$30,000.
- 417 volumes from various sources.

VERMONT

- BELLOWS FALLS. *Public Library*. \$15,000 for a building from Andrew Carnegie.
- BENNINGTON. *Public Library*. \$8000 for a building by bequest from G. E. F. Dodge, of Nashua.
- BURLINGTON. *Library of the University of Vermont*. Pedestals of verd antique for two busts.
- CASTLETON. *Free Public Library*. \$500 endowment fund from Mrs. Mason S. Stone.
- 50 volumes from Mrs. Emma Gurney.
- FAIR HAVEN. *Public Library*. Site valued at \$5000 from citizens.
- \$8000 for building from Andrew Carnegie.
- LUNENBURG. *Alden Balch Memorial Library*. Universal cyclopedia from Womans' Club.
- LYNDONVILLE. *Cobleigh Public Library*. \$16,500 for building from E. W. Cobleigh and \$3000 from estate of I. W. Sanborn; the building will be completed this year.
- MIDDLEBURY. *Middlebury College Library*. \$1000 for books from Dr. M. Allen Starr.
- 1100 volumes, the library of the late Prof. W. W. Eaton, from Mrs. Eaton.
- NORTHFIELD. *Norwich University*. \$25,000 for building from Andrew Carnegie; accepted May, 1905.
- 200 volumes from Gen. G. M. Dodge.
- 600 volumes from the library of Major H. E. Alvord.
- A library of the Germanic languages, about 1000 volumes, from the late Prof. Adrian Scott.
- RUTLAND. *Public Library*. \$6000 for a building from Andrew Carnegie.
- SHELLBURNE. *Free Library*. \$50 for books from Mrs. W. Seward Webb.
- 60 volumes from Mrs. W. Seward Webb.
- SHOREHAM. *Free Library*. \$53 for books from supper for benefit of library.
- \$72 for historian's history of the world.
- WILMINGTON. *Public Library*. \$5500 for building from L. F. Pettee.
- Site valued at \$1500 from town.

VIRGINIA

- LEXINGTON. *Washington and Lee University*. \$50,000 for a library building from Andrew Carnegie on condition that an equal amount be raised.
- LYNCHBURG. *Public Library*. \$50,000 from Mrs. Geo. M. Jones for a building as a memorial to her husband; also a site. Mrs.

- Jones will also give a maintenance fund of \$50,000.
 NORFOLK. *Public Library*. 511 volumes, exclusive of public documents.
 — \$1402 from various persons.
 — 198 volumes of bound newspapers from various sources.
 WILLIAMSBURG. *William and Mary College*. \$20,000 for library building from Andrew Carnegie.

WASHINGTON

- CLARKSTON. *Public Library*. Mr. E. T. Libby has given a lot for library building.
 FAIR HAVEN. *Public Library*. \$3500 additional from Andrew Carnegie.
 SPOKANE. *Public Library*. \$10,000 additional from Andrew Carnegie.
 — 25 volumes from Robert Keith; literature.
 — Etching of Shakespeare from Arthur G. Duncomb.
 — Portrait of Andrew Carnegie from D. E. Fultz.
 WALLA WALLA. *Public Library*. \$500 from Mr. Henry Osterman for books.

WEST VIRGINIA

- BETHANY. *Bethany College*. \$20,000 for a library building from Andrew Carnegie.
 PARKERSBURG. *Public Library*. \$9000 additional from Andrew Carnegie.

WISCONSIN

- APPLETON. *Lawrence University*. \$50,000 for a building from Andrew Carnegie.
 ARCADIA. *Public Library*. \$5000 for a building from Andrew Carnegie.
 BELOIT. *Public Library*. \$100 for books from Daughters of American Revolution.
 — \$27 from East End Club for mechanical department.
 CUMBERLAND. *Free Library*. \$10,000 for a building from Andrew Carnegie.
 DURAND. *Public Library*. \$7500 for a building from Andrew Carnegie.
 EDGERTON. *Public Library*. \$10,000 for a building from Andrew Carnegie.
 ELROY. *Public Library*. \$10,000 for a building from Andrew Carnegie.
 EVANSVILLE. *Public Library*. \$10,000 for a building from Almon Eager.
 HAYWARD. *Public Library*. \$10,000 for a building from Andrew Carnegie.
 KAUKAUNA. *Public Library*. \$2000 from Andrew Carnegie for fixtures for building.
 LA CROSSE. *Public Library*. \$450 for furnishing and decorating children's room.
 MADISON. *Free Library*. \$50 for children's room from Mrs. W. W. Hobbs.
 — 80 volumes of eclectic magazines from Mrs. B. J. Stevens and daughters.
 — Bust of Webster from Mrs. S. N. Pinney.

- MADISON. *Free Library*. Photograph of Roman Forum from Mrs. Conover.
 — *University of Wisconsin Library*. \$5000 from James J. Hill for the development of a library on transportation.
 — Books valued at \$800 from John Kremer.
 MANITOWOC. *Public Library*. \$463 for books from various sources.
 — \$100 from William Rahr Sons Co., to open library during hours 6 to 7 as heretofore.
 OSHKOSH. *Public Library*. \$500 from Mrs. Leander Choate for purchase of Pickett Indian relics.
 PORTAGE. *Public Library*. \$12,500 for a building from Andrew Carnegie.
 RICHLAND CENTER. *Public Library*. \$10,000 from Andrew Carnegie.
 RIPON. *Public Library*. \$2000 additional from Andrew Carnegie.
 — *Ripon College*. \$12,000 for a building from Andrew Carnegie.
 STOUGHTON. *Public Library*. \$10,000 for a building from Andrew Carnegie.
 WATERTOWN. *Public Library*. \$20,000 for a building from Andrew Carnegie.
 WAUSAU. *Free Public Library*. Site from Hon. Walter D. Alexander; valued at \$6000.
 — \$25,000 for a building from Andrew Carnegie.
 WAUWATOSA. *Public Library*. \$6000 for addition to library from Andrew Carnegie.

WYOMING

- GREEN RIVER. *Public Library*. \$20,000 for a building from Andrew Carnegie.

CANADA

BRITISH COLUMBIA

- NEW WESTMINSTER. *Public Library*. \$2000 additional from Andrew Carnegie.
 VICTORIA. *Public Library*. \$2415 additional from Andrew Carnegie.

ONTARIO

- BELLEVILLE. *Public Library*. \$10,000 from H. Carby.
 COLLINGWOOD. *Public Library*. \$2000 additional from Andrew Carnegie.
 LUCKNOW. *Public Library*. \$7500 for a building from Andrew Carnegie.
 NIAGARA FALLS. *Public Library*. \$12,500 for a building from Andrew Carnegie.
 ST. THOMAS. *Public Library*. \$2000 additional from Andrew Carnegie.
 SARNIA. *Public Library*. \$5000 additional from Andrew Carnegie, making \$20,000.
 STRATHCONA. *Public Library*. \$10,000 from Lord Strathcona on the completion of a building.
 WOODSTOCK. *Public Library*. \$20,000 for a building from Andrew Carnegie.

Section and State.	Total number.	Endowment fund.	Object largely for general use (mostly requests for endowment)	Buildings and equipments other than Carnegie	No. (including offers).	Accepted.	(2)	Buildings and sites, value known.	Sites, value known.	Endowment.	Money.	Individual (separate).	Various.	Pamphlets.	Collections, value known.	Collections value not known.	Pictures, etc.	Other objects.	
North Atlantic Division.	Maine.....	8		\$15,000	3	\$9,500	\$15,000												
	New Hampshire.....	45	\$500	\$10	5	33,000	20,000	\$6,500	12,000		\$1,175	4,700	755	2,300	\$600	1	10	3	
	Vermont.....	25		13,753	5	191,000	190,000		12,000		22,502	14,550	66	250					
	Massachusetts.....	126	259,716	328	5	150,000	190,000	20,000	1	\$27,000	3,000	1,500	16,675	5,140	500	5	690	2	
	Rhode Island.....	17	64,917	328	1	150,000	20,000				250	1,500	150	3,058			1	3	
	Connecticut.....	31	71,840	2,350	2	6,700				2,900	15,680	15,680	1,501						
	New York.....	46	159,000	95	5	16,000	20,000			11,000	12,705	11,772	30,551	60,089		667	3,184		
	New Jersey.....	20		6,000	2	10,000	20,000				957	3,028	10,892	10,700		2	1	2	
	Pennsylvania.....	20			7	75,000				11,000	4,355		6,328	10,700			1		
North Atlantic Division.	Delaware.....	1			1	6,000													
	Maryland.....	2			1	16,700					100		579						
	District of Columbia.....	6										17,293	961						
	Virginia.....	6	50,000		2	70,000			1										
	West Virginia.....	2			2	29,000					356	448	430						
	North Carolina.....	11		175	5	65,000	30,000							300					
	South Carolina.....	4		4,000	3	25,000						1,498							
	Georgia.....	6			2	25,000													
	Florida.....	2			3														
South Central Division.	Kentucky.....	11	6,000		5	68,500		9,000		8,000			3,689	15,790			1	2	
	Tennessee.....	18	10,000	250	5	35,000	80,000				4,000	300	8,998	2,200					
	Alabama.....	3		35	4	57,000						300							
	Mississippi.....	4			2	25,000													
	Louisiana.....	1			1	10,000													
	Texas.....	9			1	10,000					680	6,850		1,300			1		
	Alabama.....	1			1	500													
	Indian Territory.....	2			2		25,000												
	Arkansas.....	2										350							
South Central Division.	Ohio.....	40	1,250		19	234,300	245,000				1,234	3,126	4,077	900			3		
	Indiana.....	22		35,000	18	192,000					450								
	Illinois.....	34		28,000	18	142,600	55,000	31,600	1		19,405	4,700	20,659	600			2		
	Michigan.....	24	2,000		5	34,000	40,000				1,902	4,000	9,693						
	Wisconsin.....	31		100	17	212,000		6,000			6,391		535		500		2		
	Minnesota.....	30	10,000		6	45,000				20,000	50	278	169	530		1	20	6	
	Iowa.....	26	3,500		18	82,300	115,000				2,000	6,400	538	600					
	Missouri.....	7			3	14,300					2,125	3,000	4,000						
	North Dakota.....	5			2		33,400					1,809	49						
North Division.	South Dakota.....	1			1	7,000													
	Nebraska.....	1			1	10,000													
	Kansas.....	11		\$500	9	58,640	20,000												
	Montana.....	3			1	10,000					1,000		485						
	Wyoming.....	1			2	40,000													
	Colorado.....	5			2	19,000		80,000				370	1,825						
	Utah.....	5						120,000			153		2,217						
	Idaho.....	1			1	5,000													
	Washington.....	7			2	13,500			1		500					2			
Western Division.	Oregon.....	6		350	2	30,000					1,000		44						
	California.....	32	2,000	100	14	131,500	40,000		2		7,199	1,600	3,888						
	SUMMARY BY SECTION																		
	North Atlantic Division.....	297	\$555,973	\$16,536	\$1,188,418	31	\$491,200	\$226,000	\$26,500	1	\$53,900	\$42,304	51,954	66,645	89,577	\$800	8	1,351	3,194
	South Atlantic Division.....	40	50,000	4,175	61,400	18	281,700	50,000		1		426	2,246	19,563	19,200		2	27	2
	South Central Division.....	51	16,000	250	35	196,000	130,000	9,000		8,000	4,680	7,800	23,793	39,670	2,650	500	1	2	6
	North Central Division.....	232	16,750	100	247,300	117	1,020,840	488,400	77,600	3	20,000	33,617	2,083	8,459			2		
	Western Division.....	60	20,000	510	6,000	24	249,000	40,000	200,000	3		9,852							
	Total.....	680	\$658,723	\$21,571	\$1,492,753	211	\$2,247,740	\$914,400	\$313,100	6	\$81,900	\$90,879	87,616	147,033	111,497	\$1,300	9	1,382	3,202
Canada.....	10		\$20,000		8	\$53,415													

* Includes \$150,000 to Muskegon for pictures.

† Includes \$8,000 to Parkersburg for church.

‡ Property for site.

REPORT OF COMMITTEE ON LIBRARY TRAINING

BY MARY W. PLUMMER, HENRY E. LEGLER, J. C. DANA, ELEANOR ROPER, GRACE ROSE,
ISABEL E. LORD, W. C. KIMBALL, A. S. ROOT

THE committee on library training, continued at the Niagara Conference in order to report to the Association at the 1905 conference, on standards for schools of library training, made its report at Portland and was discharged. Another committee was formed, according to recommendations made at Niagara, and this committee, composed of one member of a state library commission, one library trustee, one librarian of a college library, one librarian of a public library, one member of the faculty of a library school, and three graduates of library schools engaged in library work, presents the following report:

It seemed wise to the committee, meeting at Atlantic City in March, to take the tentative report on standards presented at Portland as a basis for its work, for two reasons. One, that it had already, as a reprint, been sent out to schools and librarians by the Wisconsin Free Library Commission, and the other, that the commissions had seemed to look upon the standards suggested as desirable. It was decided, however, to use only that part of the report which referred to schools, and, for the present, to suggest no standards or regulations for apprentice classes and correspondence courses; also to rearrange the matter in more convenient form.

This being done, so that under the heading "Winter schools" and "Summer schools" the recommendations of 1905 were grouped under the subheads "Entrance requirements," "Instruction," "Tests and credentials," and "Subjects of instruction," these recommendations were sent out to the present committee to be adopted or rejected or modified.

The comments of the committee were tabulated, and where no expression was made on a given point, it was taken for granted that that meant approval, or at least not disapproval, of the recommendation on that

subject formulated the year before. This gave a majority vote to the following recommendations:

WINTER SCHOOLS

1. Entrance requirements:

Three years beyond the high school preparation; or, an entrance examination in history, literature, language and economics.

2. Instruction:

a. At least one-third of the instructors to have been trained in and graduated from a recognized library school.

b. At least one-third of the instructors to be experienced in other libraries than those connected with the school.

c. Some of the instructors to have library duties.

d. One instructor to every ten students in laboratory work.

e. At least one-sixth of the students' time to be given to practical library work under supervision.

3. Tests and credentials.

The giving of a certificate or diploma at the end of the course, which shall certify to the satisfactory completion of the course, and the fulfilment of tests, but not to fitness for library work.

4. Subjects to be taught:

Classification. Decimal

Expansive.

Cataloging. Classed

Dictionary.

Library economy. Accession-work

Shelf-listing

Loan systems

Binding and rebinding

Supplies and statistics

Order work.

Reference-work, lectures and problems.

Bibliography, Trade.

Book-selection.

The majority test of the recommendations produced a set almost exactly like those of last year, as will be seen; and these recommendations were sent to the following schools, or departments:

1. New York State;
2. Pratt Institute;
3. Drexel Institute;
4. Illinois University;
5. Carnegie School for Children's Librarians;
6. Simmons College;
7. Western Reserve;
8. Southern Library School;
9. Wisconsin Library School;
10. Indiana;
11. Syracuse University;

making in all 11 sources of instruction giving a winter curriculum.

Entrance requirements. Of the eleven, nine require at least three years beyond high school work, or an examination. Two of these nine (Indiana and Carnegie) do not examine in languages, and two which have not examined in economics will probably do so this year in response to the committee's recommendation. One of the other two (Syracuse) admits on high school preparation, taking the high school certificate, and one (Wisconsin) expects to add a month of practical library work to this requirement.

Instruction. In regard to instruction, all the schools but one (Syracuse) meet the first two recommendations, as to the instructors being graduates of recognized library schools and experienced in other libraries. The exception has one instructor in five (not a graduate) from a recognized library school, the remainder being of its own training. It has one instructor with public library experience, the remainder knowing of other libraries only through visits.

All the schools report some instructors with library duties; all observe the proportion of one instructor to every ten students for laboratory work.

Three (New York State, Syracuse [according to its catalog] and Indiana) fail to meet the requirement of one-sixth of the students' time to be spent in practical library work.

One (Indiana) reporting one-tenth will meet the requirement another year.

Tests and credentials. There are two exceptions to the certificate and diploma requirement, both in the interests of greater care, however; one school (Simmons) granting its certificate only after three months of approved work in some library, and one (Carnegie) certifying to fitness for a definite division of library work, since it is a specializing school.

Minimum number of subjects taught. Three schools (Simmons, Wisconsin and Western Reserve) do not yet give classed cataloging, and two report that they do not teach the Expansive classification (one, at least, "with any thoroughness," to use its own words). Otherwise, the requirements as to subjects seem to be more than met.

On the whole, the committee feels that this is a good showing.

SUMMER SCHOOLS

As to the recommendations of 1905 for summer schools, they were adopted almost as they stood by the present committee, the majority agreeing as to the entrance requirement, which was stated as follows:

A paid position as librarian or assistant, or a definite written appointment to the same.

Instruction.

a. The committee with no exception agreed to the recommendation that there should be at least one instructor trained in a recognized library school, and with one exception only, that there should be

b. at least two instructors with experience in other libraries than that connected with the school. The excepting member wished all instructors to have had experience in a *small* library.

c. It was unanimous in recommending at least one instructor to every fifteen students.

d. The recommendation of the proportion of one-fourth practical work was accepted by a majority.

Tests and credentials. Five out of eight voted for the pass-card, stating subjects, rather than the certificate, and the three others agreed that the certificate should state

plainly that the course completed was a summer school course.

Minimum number of subjects. The committee, with one exception, agreed as to the list of subjects recommended in 1905, the exception not being prepared to discuss the question.

The recommendations of the majority were sent to the following summer schools:

New York State.

Chautauqua.

Wisconsin.

Minnesota.

Indiana.

Iowa.

New Jersey.

Washington, with the following results:

All the schools except two (New Jersey and Washington) have of their own accord, by their own judgment, adopted the recommended entrance requirement, one, however, exempting such people as volunteer unpaid workers such as college settlement people, an obviously just exception.

It is hoped that the schools which have not adopted this recommendation may see their way to do so another year, as history shows that the others have found it expedient.

The two requirements as to instruction, "a" and "c," are met by all the schools but Washington, which has not reported on this point; "b," requiring at least two instructors with experience gained in other libraries, was met by all but three (New Jersey, Iowa, and Washington), two of which did not reply at all on this point, though the committee believes in one case this was simply an oversight, and that it does meet the recommendation.

"d" in regard to one-fourth practical work

for beginners (*i.e.*, persons under appointment) is observed by three schools, and two others will require this proportion this summer. One school (Chautauqua, per M. E. Robbins) as a reason for not doing so states that theory is what the inexperienced student needs, as practice will come afterward, and another (Wisconsin) dissents, because it does not admit beginners (*i.e.*, persons without experience), requiring all to secure some experience before coming.

Tests and credentials. All the schools meet the recommendation that their credentials show the course to be a summer school course.

Subjects. All the schools give instruction in the recommended list of subjects, the New York State School, however, devoting each year to a specified subject, leaving the general course to Chautauqua.

It would seem as if the committee would have to set its recommendations still higher, if it wishes to prove any school appreciably below standard. Even a school which begins with the impression that a high standard will frighten students away, comes gradually to see that instead of this it attracts a more desirable class of students, and so by degrees the school raises its own requirements. The only hopeless source of training is the one that cannot see any difference between itself and others, even when the differences are pointed out. But it is to be hoped that enough good schools, in accredited hands, may spring up to do away with the chances of success for poor ones.

The committee hopes to present next year a statistical showing of all organized sources of library training, tabulated in such a way as to form a convenient pamphlet for reference.

THE PROCEEDINGS

NARRAGANSETT PIER, R. I., SATURDAY, JUNE 30 TO FRIDAY, JULY 6, 1906

FIRST SESSION

(BALL ROOM, MATHEWSON HOUSE, SATURDAY AFTERNOON, JUNE 30)

THE first general session of the Narragansett Pier Conference was called to order by the president, FRANK P. HILL, at 2.30 o'clock.

THE PRESIDENT: As president of the American Library Association I declare the Twenty-eighth Conference open and ready for business. As we meet in the state of Rhode Island, it is quite proper that the first day should be "Rhode Island Day," and it is quite as appropriate that we ask a librarian from that state to preside at this first meeting. Therefore I have pleasure in introducing to you Mr. Harry L. Koopman, librarian of Brown University, as chairman for the afternoon. (*Applause.*)

MR. KOOPMAN: Ladies and gentlemen, clothed with this brief but not little authority, I have the honor to present to you the Lieutenant-Governor of the State of Rhode Island, the Honorable Frederick H. Jackson, who will address you in behalf of the state of Rhode Island. (*Applause.*)

LIEUT.-GOV. JACKSON: Mr. Chairman and ladies and gentlemen, it is my pleasing duty to welcome you to the state of Rhode Island and Providence plantations. I believe there have been but three meetings of your association in New England. Consequently we feel flattered to have this assembly of earnest and gifted men and women gathered in our state. You can readily understand why we should feel aggrieved were you to measure the degree and the heartiness of our welcome by the degrees of latitude and longitude with which our little state is fettered. So as we stand here upon the shore looking to our farthest horizon we look eastward and assure you that all is yours, and we trust that the sea, the sky and the air may conspire with our little commonwealth in our welcome to you, so that the days that you are with us

may be days full of profit and joy and fellowship long to be remembered, and so complete as to make you forget anything that may be lacking in our hospitality. Through the munificence of some of the sons and daughters of Rhode Island we have, in our state, libraries that might well be the pride of any municipality or community. Generation after generation will have cause to bless the names of Brown, Hazard, Sayles, Hale, Harris, Rogers and Wilcox. Nevertheless, we look with anticipation as the direct outgrowth of this meeting, to a new and deepening interest in libraries for the smaller towns and rural communities in our state. With the rapid influx of foreigners no greater safeguard to American ideals could possibly be reared than the multiplication of libraries throughout the state, managed under such auspices as shall be best calculated to awaken an interest in a higher and more wholesome sort of literature than now finds its way into the homes of the common people. In all that is being done in the way of education nothing is of higher importance than the cultivation of a love for good literature among the people in general, and that is what libraries can and must do. It must be their contribution to the development of the nation and the perpetuity of its institutions. Inasmuch as it is more blessed to give than to receive, I hope you may be blessed in your meeting here far beyond your farthest anticipations and ambitions, because of the inspiration and impetus to needed effort throughout Rhode Island which your coming may arouse. Again welcome to Rhode Island. (*Applause.*)

MR. KOOPMAN: I now have the pleasure of presenting to you Rowland G. Hazard, Esq., of Peace Dale, who will speak to you in behalf of the local committee. (*Applause.*)

MR. HAZARD: Mr. Chairman, ladies and gentlemen, I have hastened home for the purpose of telling you how glad South Kings-

tion is to welcome this society. In coming from New York yesterday on a very crowded train—as some of you did also—I had to sit with an Irishman, one of the “common people” who form the sinew of this commonwealth and of all the other commonwealths. He was afflicted with curiosity on two points, and he incessantly demanded to know, first, when we should reach Long Island, and, second, “What makes this crowd?” His second point was the most difficult one, for I assured him that Long Island was to be seen from the car window and pointed it out. He was greatly disappointed, but he admitted that that answered his first question. His second one, however, stayed by him and he offered two suggestions. First, he said “I have it. It’s them Christian Scientists going to Boston.” (*Laughter.*)

But he soon weakened on that, for I told him that I didn’t think it looked like it. Then his eye fell upon a group—I think there were six ladies in the group, and they occupied three seats; but in that group there was also a man. How he was seated you may imagine for yourselves; but it was a very crowded train. This gentleman was a very communicative individual, and he gave out information freely and continuously to the ladies. The Irishman’s observant eye fell upon him and he offered a suggestion. He said: “If it wasn’t so far East I should believe that he was a Mormon elder.” (*Laughter.*)

The Narragansett country, to which I have the honor of welcoming you, is one of the oldest settled parts of the United States, of the New England coast. This part of the state has, particularly, a habit of welcoming strangers, and it has had this habit for many years. We have welcomed strangers of all sorts among the feathered tribes. There was heard here three years ago, for the first time in Rhode Island, the note of the cardinal bird. I dare say you all know the cardinal bird. I notice that the libraries show the pictures of the cardinal bird in some parts of this country, and he is sometimes shown in New England by mistake, because only his note is heard here. For it is not the cardinal bird that we have welcomed, it is the great Carolina wren who, according to Nuttall, rejoices more particularly to imitate the car-

dinal bird than any of the birds in his repertoire. We had the cardinal bird by grace of the Carolina wren three years ago through a whole season. And so we welcomed that stranger. Then among the flowers that grow here we have only to point out to you the flower which is just beginning to bud, growing upon the sandy shores of our ponds, the sabatia, that beautiful flower that comes from the South, this being its northern limit. And upon the hills in the country south of us there are the rhododendrons growing in as full profusion as upon any mountainside in Carolina. So that we are in the habit of welcoming strangers of the bird and flower tribes; but you, coming as the harbingers of the season, are doubly welcome. It is with real feeling that I utter the sentiment which I know prevails throughout this region in welcoming you to South Kingston. (*Applause.*)

Mr. KOOPMAN: I stand here now a representative of the librarians of Rhode Island, but not to make a speech. I have been asked several times by reporters for a copy of my address on this occasion. I avoided them as best I could, and now I am going to tell you why I cannot make a speech at this time. I had two very good speeches, but they have both been taken away from me. (*Laughter.*) When I first heard that I was to appear before you at this time I thought it would be a good idea to prepare an address giving you something of the history and description of Rhode Island libraries, and so I wrote an address that I thought would be very interesting and would not have taken more than an hour to deliver, but some of my friends heard of it and asked to see it, and they straightway sent it to the printer and so I was robbed of that speech.* And for my other speech, a few days ago the Rhode Island librarians met and coached me. They said, “All that is wanted of you is not to make a speech, but simply to give them a warm welcome.” I came down here yesterday and I found that the weather had got in ahead of me (*laughter*), and there was no one left here who would be willing to listen to a warm welcome.

*See “Library progress in Rhode Island,” p. 10.

But perhaps you will allow me to refer to just a few points which may be of interest. One is the name of the state of Rhode Island. A few of you in Providence the other day saw a letter written by Roger Williams 241 years ago, in which he gives the meaning of the words "Rhode Island." You can still read it in the John Carter Brown Library, in his handwriting. He says, "Rhode Island is an isle of roses"—a beautiful name, and those of you who have taken a ride on the Sea View Railroad or have wandered along our byways will realize how appropriate it is this month, and as next June comes around and finds you somewhere else, and succeeding years come with their train of roses, I hope they will remind you of Rhode Island, and then you will remember, I trust, how glad we all were to see you, what a good time you had at Narragansett Pier and how much profit you derived from this Narragansett Pier meeting of the American Library Association.

Just one more point. Not all the visitors within hearing this afternoon may realize that not every state in the Union is able to entertain so large a company of guests as now come to our American Library Association meetings; but Rhode Island is fortunate in having two summer resorts where you can be entertained. One of them is this one, on the eastern shore of the Narragansett country, and the other is at the extreme southwest point of the state. When we met together to decide where we should invite you, no sooner was the other place mentioned than we all said, "That is entirely superfluous this year. If they go to Narragansett Pier they can do both," and so, ladies and gentlemen, while you have now met at Narragansett Pier, I invite you for the rest of the season to "Watch Hill!" (*Applause.*)

The President: It is a pleasant duty for me to acknowledge in behalf of the Association the greeting which has come to us and our sincere appreciation of it, and to thank our friends for the very kind words which they have spoken—you, Governor Jackson, for making us feel at home; and you, Mr. Koopman, for bringing us into your state; and you, Mr. Hazard, as representing the committee which has borne the burden and

heat of preparation, for the completeness of your arrangements. (*Applause.*) With such an auspicious opening it seems to me that the sessions ought to be productive of lasting benefit to all concerned.

Mr. HILL then delivered the

PRESIDENT'S ADDRESS: ONE PHASE OF LIBRARY
DEVELOPMENT

(*See p. 3.*)

The secretary read a letter to Mr. Hill from HENRY R. TEDDER, of the Athenæum Library, London, regretting his enforced absence from the meeting, and saying: "I do not think it is of any use sending you a written paper, as the only value or interest in whatever remarks I have to make would be in its personal character, not reproducible in a written essay, so that I beg you will excuse this omission. I assure you that I wish you and the American Library Association every success and happiness."

The secretary read also the following letter from Dr. A. S. STEENBERG, of Horsens, Denmark:

I send the best wishes for the 28th annual meeting of the American Library Association. I trust that the meeting will bring the American library work a large step onward on its glorious progress.

I feel very glad for having many friends present at the meeting, friends who through years have helped me in my work. It will interest them to hear, I am sure, that also in Denmark the library movement is going forward.

Last year we have had a renewal of the work for school libraries (both pupils' and teachers'); we have begun to work for soldiers' libraries; and, what I think the most important thing, we have got a library association.

The work for *children's libraries* has not the same form in Denmark as in America. We have no library buildings with reading-rooms for children, and we have very few trained librarians. We therefore had to give the work over to the school. It is the municipalities who own the libraries (in Denmark the public school is municipal), and the state gives grants to the libraries, not exceeding the sum which the municipality itself spends on the library. The state library commission distributes the grants to the libraries and

gives advice and instruction to them. I have written a small book, "The school and the library," which has been sent to all schools in Denmark, and to many schools in Norway and Sweden also; in this I have tried to show how reading can best be connected with the other work of the school, and have given rules for the management of the library.

Because with us it is the school which manages the children's libraries, it is of the greater importance that the teacher himself be fond of books and well informed about reading. Last year the state resolved to give grants to the *teachers' libraries*; the library commission helps these libraries just as it helps the children's libraries; and I have for some years given lectures on books, reading and library work on the normal schools.

For some years there has been a movement for using a part of the time, during which the young men get their training as soldiers (in our country all healthy young men must go in for soldiers and are trained during six or 12 months) to forward their enlightenment. The library commission has got to distribute grants to *soldiers' libraries*, as well as to the other libraries.

The good old truth about "strength in union" has at last taken hold on the Danish librarians. They have formed an *association*: "Danmarks Folkebogsamlinger" (the popular libraries of Denmark). The first result of the union was that the libraries got a discount of 25 per cent. on all new books. Then the association published in May the first number of the first Danish library journal, *Bogsamlingsbladet*. On the program of the association stands the development of a system of travelling libraries and the founding of more reading-rooms in connection with the lending libraries. But besides all this, the association will, I am sure, create a love for the library work — and a hope for its future in those people who, spread over the country, have worked for the libraries and have felt very often how difficult it is to work separately, when you wish to bring forward a new movement.

Surely our library work is then advancing, although in a slow pace. And for our work we also in the future will go to our American colleagues for models and for help.

The president announced

TELLERS OF ELECTION

as Arthur L. Bailey and J. T. Jennings; and a

COMMITTEE ON RESOLUTIONS

as Dr. J. H. Canfield, Miss Anne Wallace, Miss Katharine L. Sharp.

The secretary presented the

REPORT OF THE COUNCIL

(See Transactions of Council.)

first summarizing the business transacted at the two interim meetings of Council, held at Lake Placid, Sept. 25-30, 1905, and at Atlantic City, March 10, 1906.* For the two sessions of Council held at Narragansett Pier there were reported selection of place of 1907 meeting as Asheville, N. C., with acknowledgment of invitations from Virginia; nominations (with announcement that ticket would include any supplementary nominations sent in signed by five members); appointment of Council committee to report on A. L. A. district meetings; and action taken regarding library post, "A. L. A. catalog" five-yearly supplement, and report of the delegates to copyright conferences.

The PRESIDENT: No action being necessary, this report will simply be considered as presented to the Association.

We will now listen for a moment to Mr. Hazard, who did not give us quite light enough on the subject of the library here at Narragansett.

Mr. HAZARD: If you will allow me to add a word that I intended to say before, Mr. President, there were two of us who started out from Peace Dale this afternoon upon missions somewhat dissimilar — one to investigate a colony of gypsy moths which has taken up its residence in our neighboring village of Wakefield; the other, myself, who came down here to investigate very much the same thing, an army of bookworms who have invaded Narragansett Pier. (*Laughter.*) But we have no idea of extermination in regard to the bookworms — we believe in bookworms, and we have evidence of that belief in the establishment long ago, in the year 1854, of our little library at Peace Dale. It is still a very modest little library, and we would like very much to welcome every member of this conference to the library at Peace Dale. We hope you will take advantage of such opportunities as you may

* (For transactions of Council at these interim meetings, see *Library Journal*, Nov., 1905, p. 862; April, 1906, p. 176.)

have to visit us, to give us your ideas, tell us what we need, and to look us over. At all events, you shall have a very hearty welcome. Thank you again. (*Applause.*)

J. I. WYER read the

SECRETARY'S REPORT

The secretary's report will cover certain matters of interest to the Association at large which do not naturally fall within the province of any of the regular committees or officers:

Amendments to constitution and by-laws

At the Portland Conference of 1905 the Council voted and the Association in joint meeting approved the amendment to section 12 of the constitution by adding thereto the words, "It shall have authority to include in the publications of the Association so much of the program, notices, circulars and proceedings of affiliated associations as it may deem advisable." Similarly section 17 was amended by adding thereto the words "It may by two-thirds vote upon suitable conditions affiliate with the American Library Association other organizations kindred in purpose."

In accordance with section 26 of the constitution these amendments must be approved by the Association in open session at two successive meetings, and they will, therefore, be presented for final adoption at the present conference.

The purpose of these amendments is to facilitate mutually satisfactory affiliation with associations and societies of national scope having related aims and work, and upon their final ratification by the present conference the executive board will be able to act formally and distinctly upon the applications now before it from the League of Library Commissions and the National Association of State Libraries. Should the Bibliographical Society of America be disposed to make similar overtures for affiliation the relation will assuredly be welcomed.

At the meeting of the executive board held in Atlantic City, N. J., March 10, 1906, the board recommended to the Council an amendment to section 1 of the by-laws by inserting after the word "January" the words "save that

for the first year the dues for individuals shall be \$3. Any person renewing membership shall pay all arrears of dues or dues required from new members." This recommendation was duly adopted by the Council and the by-laws thus formally amended. The effect of this action is to create an entrance fee of \$1 for new members. It does not change the annual dues of the Association, which are \$2 per year as heretofore. It will not affect in any way the sum paid by any member of the Association who joined before June 1, 1906, or who maintains regular membership year after year. The executive board and Council considered it a wise step as encouraging continuity of membership, and in adopting the change the American Library Association is but following the practice and policy common to nearly all associations similar to our own. It was felt that continuance of membership is a professional duty which may not unreasonably be expected from all library workers; and as ample notice was given of the amendment before it went into effect abundant opportunity was afforded to forestall its provision. Twice within the past year the executive board have considered a proposition brought before it to increase the annual dues to \$3, and upon each occasion have refused to take the step as tending to discourage regular membership among the rank and file of the library profession.

Representation at Liège Conference

The Association was represented by Professor C. M. Gayley, of the University of California, and Mr. P. L. Phillips, of the Library of Congress, at an international conference held at Liège in August, 1905, to consider the systematic reproduction of valuable manuscripts.

Copyright revision

During the past fifteen months three important conferences have been held (the initiative coming from the Librarian of Congress) looking toward an harmonious codification, with necessary revisions, of our inconsistent American copyright laws. These meetings have been attended by representatives of the various interests concerned, chiefly the publishers, authors, and printing trades. Libra-

ries have been affected chiefly in the provisions touching importation of books from other countries, a matter of much greater importance to all libraries than is realized by those who do not buy foreign books at first hand. The whole question is one so complicated that it is impossible to understand it thoroughly without careful study. It is of interest to this Association to know that library interests have been represented and safeguarded throughout by two delegates appointed and instructed by the Council, to whom the Association is greatly indebted for a vast deal of good service in securing results which have been approved by the executive board and Council of the Association. The resulting bill, which is in the hands of the congressional committee on patents, has not failed of considerable opposition among individual librarians, which has been presented at public hearings before the committee within the present month. It cannot become law at the present session of Congress, so that no change in the present importation statute will occur before next winter.

Membership

The number of members in good standing at the close of business June 14, 1906, was 1841. This is the largest number that the membership roll of the Association has ever carried. The growth during the past four years is indicated by the following figures, showing the number of new members received during the last four years, ending May 31:

1903	232
1904	207
1905	310
1906	523

As the total number of members enrolled during the 30 years' life of the Association has been 3844, it appears that one-fourth of them has been added in the last 4 years.

Several causes contribute to the very gratifying and unusual increase during the past year.

1. The efforts of the ways and means committee, which while they have been primarily directed towards the securing of funds for the establishment of permanent headquarters have also brought before several thousand

library workers in the country who are not now members of the Association, the importance and professional obligation of joining.

2. An eastern conference, widely advertised in advance, and following two distant meetings, has attracted many new members.

3. The action of the executive board in establishing an entrance fee of \$1 on June 1, 1906, has without doubt resulted in hastening the action of many librarians who wished to avail themselves of the old rate before the date on which the new one became effective.

4. The secretary's office has given more attention than usual to the names of those who have allowed their membership to lapse; and especially to enrolling the students in library schools, and those who have just come into library work, or who have been promoted from assistantships to independent positions and on that account feel the increased propriety of membership in the American Library Association.

5. The executive board has made membership more attractive by arranging during the past year to send the *Booklist* free to all members.

While the new members for the past year have included a fair number of libraries as institutions, it is not unreasonable to feel that there should be a further and very considerable increase in library memberships, and it is earnestly urged that all librarians whose institutions are not members of the Association should make a special effort to induce them to become so. It is encouraging to report that several state library associations and two library schools have become members of the American Library Association within the past two years. It is hoped that more local associations, all of which are more or less directly offshoots of the American Library Association, will feel that the small annual sum necessary to carry an American Library Association membership is an appropriate and commendable charge upon their funds, and is but an inadequate though fitting recognition of the parent association and its increasingly useful work for American libraries.

It may not be amiss at this point to indicate briefly just what significance attaches to membership in the American Library Association. Considered merely as a *quid pro quo*,

it offers in return for the annual fee of \$2 the volume containing the "Papers and proceedings" of the annual meeting; the Handbook, the completest current directory of American library work and workers; the *A. L. A. Booklist*, a useful and authoritative guide to what to buy and how to buy it. Its chiefest significance, however, is far other and more than the mere matter of value received. If the American Library Association has done or is now doing anything for American librarians, with a small and slowly growing membership and consequently a very slender and inconsiderable income, it can surely do immeasurably more when it has at its back what is entirely possible—a steady membership of from three to five thousand library workers. A. L. A. membership, then, means holding up the hands of the chiefest library organization in the land, enabling it to accomplish for all of us, through the strength of union and co-operation and in a dozen useful lines of work which are crying to be done, what none of us, singly, could even attempt. The bare mention of the library fields, white for harvest, leads naturally to the next topic to which your attention is called, namely,

Permanent headquarters

For 30 years, since its organization until the present moment, the business and administrative work of this Association—the work of its treasurer, its secretary, its recorder, the trustees of its permanent funds, and to a great degree the administration of its most considerable business enterprise—the work of the Publishing Board—all these have been done as a labor of love, in most cases absolutely without money remuneration, and when payment in money has been made it has been always so nominal a matter as to be practically a negligible quantity, entirely incommensurate with the worth of the service performed. Money cannot measure the worth of such distinguished and conscientious service as has been rendered to the American Library Association in its formative period and often at distinct personal sacrifice as president, *e.g.*, by Justin Winsor, who was eleven times elected to its highest office; by Dr. Hill and Dr. Dewey, who together served for 24 years as secretary; by Mr. Carr

and Mr. Jones, whose joint services as treasurer cover 17 years; or by Mr. Fletcher and Mr. Soule in their years of service on the Publishing Board and endowment fund. Within the past five or six years, however, the business of the various American Library Association offices has grown so that it is not only impossible for busy men to live up to the manifold opportunities, abundant on every hand, but it is almost unjust to the active officers and quite unjust to the Association to ask them to assume these considerable and steadily increasing obligations.

The Publishing Board now finds itself a full fledged publishing concern employing a capital of \$100,000. The trustees of the endowment fund are asked to invest, take care of and keep books for a sum of about \$110,000. The normal annual income of the Association from all sources is now about \$8000 per annum. The volunteer service of the treasurer has grown to a laborious routine in one state; the constantly enlarging work of the secretary's office has been carried on in another and sometimes a distant state; the Publishing Board has its offices still elsewhere. The work of all suffers from lack of centralization, and it has become apparent that the business affairs alone of the Association need a permanent headquarters, not to mention the inspirational, instructional and missionary opportunities of an ideal library headquarters such as were outlined in the library journals a few years ago.

It has been hoped that some generous benefactor would come forward with a gift sufficient to inaugurate the ideal plan, and it seems only a reasonable belief that a real national library headquarters in the broadest, deepest sense, realizing to the full the certain and suggested possibilities, would render a large return on any endowment, in increased library efficiency throughout the land. It would seem that a liberal gift specifically devoted to advancing the standard of administration and *esprit de corps* within the four walls of our libraries is but a rational complement of that generosity which has provided the buildings themselves. However, no such gift has been forthcoming, and believing that the Lord helps those that help themselves, about 15 months ago your executive board employed a field agent and appointed a com-

committee on ways and means to provide funds for the consolidation and conduct of at least the most pressing of the Association's business functions under one roof and management at some metropolitan point. The report of this committee on ways and means **will** be presented at a later session of this conference, and will be heard with interest by all those who have at heart the best interests of the American Library Association.

This brief statement of the gradual development of the needs of the Association for permanent headquarters is made so that the Association may be fully informed as to the reasons for the present effort to secure them. It is not in place here to discuss plans for them in any detail. If it appears that sufficient funds are available, the executive board will work out carefully the many important and difficult arrangements as to scope, organization and administration. And in definitely turning our back upon the old régime of loyal and earnest work by those who have loved our Association, believed

heartily in its purpose and given of their best time and strength to its upbuilding, the executive board and the Association must not lose sight of the fact, for it is a fact, that there are some qualities and assets far more fruitful and significant than mere money in the successful conduct of the best work of an association like our own. There must be no hint of commercialization of the American Library Association. If permanent headquarters are to become a reality they will succeed in just the measure and to exactly the extent that the old spirit which has prompted and inspired the best work done for the American Library Association during the past 30 years shall be found in those who may be chosen to administer the new American Library Association. It will still be a high-minded and devoted *personnel* which will outweigh all funds or endowments.

Voted, that the report be accepted and placed on file.

GARDNER M. JONES presented the

TREASURER'S REPORT

Balance on hand, Jan. 1, 1905 (Portland Conference, p. 126)..... \$1628.17

Receipts, Jan.-Dec., 1905

Fees from annual members:

From	1 member for 1903		
"	85	"	1904
"	1064	"	1905
"	127	"	1906

1277 members at \$2.00..... 2554.00

From 1 member for 1906, on account..... 1.00

Fees from library members:

From	2 libraries for 1904		
"	30	"	1905
"	7	"	1906

39 libraries at \$5.00..... 195.00

Life memberships:

Nina E. Browne, T. Franklin Currier, Mary A. Keach, 3 at \$25.00.... 75.00

Registration of non-members for Portland and Alaska excursion, 21 at \$5.00.. 105.00

From Committee on Ways and Means, contributions from 15 persons..... 1550.00

From trustees of the Endowment Fund for expenses of Committee on Book-binding..... 50.00

National Association of State Libraries, their proportion of cost of their proceedings, including 500 extras..... 70.50

Interest on current deposits at Merchants National Bank, Salem..... 31.54

\$6260.21

Payments, Jan.-Dec., 1905

Proceedings, St. Louis Conference:

Feb. 22.	Helen E. Haines, preparation of index.....	10.00
Mar. 1.	<i>Publishers' Weekly</i> , printing, binding, and delivery.....	1238.92
" 1.	" " reprints.....	12.65
Apr. 4	" " ".....	11.75
May 18.	" " postage.....	5.00

\$1278.32

Proceedings, Portland Conference:

Oct. 17.	<i>Publishers' Weekly</i> , reprints.....	20.25
" 17.	Helen E. Haines, preparing index.....	10.00
" 30.	<i>Publishers' Weekly</i> , printing, binding, and delivery.....	1110.62
Nov. 24.	" " postage and telegram.....	1.82
" 24.	" " extras for National Association of State Libraries.....	35.50
" 24.	<i>Publishers' Weekly</i> , reprints.....	15.88

1194.07

Stenographer

Aug. 26.	Charles H. Bailey, reporting Portland Conference.....	150.00
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Handbook:

Oct. 16.	Jacob North & Co.....	149.10
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Secretary's salary:

Apr. 17.	J. I. Wyer, Jr., \$50.00; June 12, \$75.00; Sept. 13, \$50.00; Dec. 18, \$75.00.....	250.00
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Secretary's and conference expenses:

Mar. 13.	J. I. Wyer, Jr., preliminary announcements, stationery, post- age, etc.....	50.37
Apr. 17.	J. I. Wyer, Jr., stenographer, envelopes, etc.....	24.50
" 17.	F. W. Faxon, travel announcement and postage.....	41.50
May 26.	E. C. Hovey, stamped envelopes, etc.....	76.61
June 12.	H. M. Hight, printing.....	5.50
" 12.	J. I. Wyer, Jr., petty expenses.....	12.25
" 18.	Wright & Potter Printing Co., final announcements.....	19.75
July 8.	Nygren & Hedeon, signs.....	10.50
" 8.	John P. Morton & Co., programs and advance attendance register.....	39.80
" 8.	J. I. Wyer, Jr., postage, stenographer, etc.....	31.05
Sept. 13.	J. I. Wyer, Jr., printing letter heads, postage, etc.....	25.40
" 13.	E. C. Hovey, sundries.....	10.03
Oct. 30.	J. I. Wyer, Jr., postage, stenographer, etc.....	44.85
Nov. 24.	Wright & Potter Printing Co., circulars and envelopes.....	69.75
" 24.	T. W. Koch, illustrated programs and lantern.....	38.75
Dec. 18.	J. I. Wyer, Jr., express, postage, and stenographer.....	17.58
" 28.	Wright & Potter Printing Co., circular and envelopes.....	63.35
" 28.	A. L. A. Publishing Board, postage and express.....	4.62

586.16

Treasurer's expenses:

Feb. 22.	Newcomb & Gauss, circulars.....	2.25
Apr. 4.	Gardner M. Jones, envelopes and postage.....	32.50
June 12.	Library Bureau, Boston, slips.....	1.70
" 12.	Raymond & Whitcomb Co., travel expenses, Portland and return.....	141.00
" 18.	Gardner M. Jones, clerical assistance, etc.....	27.90
Aug. 4.	Gardner M. Jones, balance expenses attending conference....	46.00
Oct. 17.	Gardner M. Jones, stamped envelopes.....	42.80
Dec. 28.	Gardner M. Jones, clerical assistance, postage, etc.....	39.91
" 28.	Newcomb & Gauss, bills and envelopes.....	9.50
" 28.	Newcomb & Gauss, delinquent notices.....	2.50

\$346.06

Committee on Bookbuying:

Feb. 22.	J. C. Dana, postage and express.....	3.58
" 22.	Library Bureau, Chicago, mailing bulletins.....	13.35
" 22.	Baker Printing Co., bulletins, No. 9, 10, 11.....	13.95
Mar. 13.	Library Bureau, Chicago, mailing bulletins.....	13.35
Apr. 4.	Baker Printing Co., bulletins, No. 12, 13, 14.....	12.50
" 4.	Baker Printing Co., bulletin, No. 15.....	4.75
" 4.	Leader Printing Co., bulletin, No. 16.....	7.50
" 4.	J. C. Dana, express and postage.....	3.12
" 4.	New York Public Library, postage and express.....	2.48
May 18.	J. C. Dana, postage and express.....	2.17
June 12.	Library Bureau, Chicago, mailing bulletins.....	44.54
" 12.	B. C. Steiner, travelling expenses.....	10.00
Aug. 4.	Baker Printing Co., bulletins, No. 17, 18.....	23.50
" 4.	Library Bureau, Chicago, mailing bulletins.....	14.44
" 4.	J. C. Dana, postage and express.....	6.17
" 4.	New York Public Library, postage.....	.82
Oct. 17.	Library Bureau, Chicago, mailing bulletins.....	16.13
Dec. 28.	Baker Printing Co., bulletin, No. 19.....	12.50
" 28.	J. C. Dana, postage and express.....	2.62

\$207.47

Committees, Sections, etc.:

Mar. 13.	F. P. Hill, expenses, travel committee.....	12.00
Apr. 4.	C. F. Williams, reports, committee on library administration.....	13.50
May 18.	Snow & Farnham, circulars and envelopes, reporter gifts and bequests.....	19.28
Aug. 26.	F. W. Faxon, printing, postage, etc., travel committee.....	46.26
Sept. 15.	E. C. Hovey, travelling expenses, travel committee.....	42.55
Dec. 2.	E. C. Hovey, stenographer, postage, etc., ways and means committee.....	23.36
" 2.	E. C. Hovey, travelling expenses, travel committee.....	24.35

181.30

4342.48

Trustees of the endowment fund:

Life memberships for investment.....	100.00
Refund on account registration for excursions to individuals who could not go.....	20.00

Balance on hand Dec. 31, 1905:

New England Trust Co.....	27.10
Merchants National Bank, Salem.....	231.07
" " " Savings Dept.....	1534.56
Cash.....	5.00

1797.73

\$6260.21

The number of members in good standing on Dec. 31, 1905, was as follows:

Honorary members.....	9
Perpetual member.....	1
Life fellows.....	2
Life members.....	45
Annual members.....	1162
Library members.....	34

1253

The count of annual and library members includes only those who had paid for 1905, or, in advance, for 1906.

During the year 1905, 258 new members joined the Association, and 9 members died.

In conformity with custom, this report covers the calendar year 1905, but in order that members may understand the present financial condition of the Association, a further statement is necessary.

The receipts and expenditures from Jan. 1 to June 23, 1906, were as follows:

Receipts:

Dues	\$3308.00
Life memberships.....	225.00
Ways and means committee.....	1180.00
Interest	37.65
	<hr/>
	\$4750.65

Payments:

Secretary's salary.....	\$50.00
Secretary's and conference expenses.	199.87
Treasurer's expenses.....	32.95
Committee on book buying.....	101.22
Committees, sections, etc.....	180.14
Assistant secretary.....	975.48
Trustees of the endowment fund...	225.00
	<hr/>
	\$1764.66

The balance on hand June 23 is \$4783.72.

The unexpended balances of appropriations for the year 1905-06 amount to \$2484. This includes the salary of the assistant secretary to August 1, but makes no allowance for further payments on headquarters account. Some of the other items are likely to exceed the estimates.

I thank the members of the American Library Association for the honor they have conferred upon me by electing me treasurer of the Association for the past nine years. The work has been agreeable, but it has increased so as to be burdensome, and I must now ask to be relieved from further service.

GARDNER M. JONES, *Treasurer.*

The following account of audit was appended:

These accounts have been duly audited and found to be correct, the proper vouchers being shown.

S. W. FOSS,	} Finance Committee.
DREW B. HALL,	
THEODOSIA E. MACURDY,	

Voted, That the report be accepted and placed on file.

Necrology

1. Rache Berry (A. L. A. no. 3185, 1904) died March 24, 1905. Miss Berry was born March 1, 1853. In the fall of 1902 she, with two friends, started the McCook (Nebraska)

Public Library, and she devoted all her time and attention to the same until the time of her death. She was a trustee of the library and president of the Nebraska State Library Association, having been elected to that office in October, 1903. She attended the St. Louis conference.

2. John Clarkson Houghton (A. L. A. no. 161, 1878) died at Lynn, Mass., July 26, 1905. He was born in Lynn July 1, 1823, and was educated in the public schools of Lynn and at Wesleyan Academy, Wilbraham. He was for six years a teacher and for 22 years in the shoe business, both in his native city. He served on the common council and in the state legislature, and was for 10 years a member of the school committee. On the organization of the Lynn Public Library, in 1862, Mr. Houghton was chosen a trustee, holding this position until his election as librarian in 1877. On June 1, 1904, he resigned on account of ill health due to his advancing years. In all he gave 42 years of consecutive service to the institution. He was a vice-president of the Massachusetts Library Club for the year 1891-2.

Library Journal, August, 1905.

3. Sophia A. Mery (A. L. A. no. 1877, 1899) died Sept. 10, 1905, in Lakeside Hospital, Cleveland, Ohio, after an illness of two years. Miss Mery was a graduate of the Toledo High School in 1892. After teaching several years in the public schools, in December, 1898, she was appointed assistant in the juvenile department of the Toledo Public Library, and a year and a half later was placed in charge. In August, 1903, Miss Mery took her vacation preparatory to a year at the Pratt Institute Library School, a leave of absence having been granted by the library board, but failing health prevented her carrying out the plan.

4. Leonard Dwight Carver (A. L. A. no. 1008, 1892) died in Augusta, Me., Sept. 16, 1905. Mr. Carver was born in Lagrange, Me., Jan. 26, 1841. He was educated in the common school, and was fitting for college at Foxcroft Academy when the Civil War broke out. He at once enlisted in the Second Maine regiment, and took part in every engagement until the regiment was mustered out in 1863. He then resumed his studies and graduated from Colby College in 1868. He taught school for six years and then studied law, being admitted to the bar in 1876. He practiced law in Waterville, Me., from 1876 to 1890, when he was appointed state librarian. In 1892 he joined the A. L. A. and attended many of its conferences. He took an active interest in the work of the National Association of State Libraries, serving as its president and upon its committees. He was the leading spirit in

the Maine Library Commission and a friend and adviser of the state library association.

—*Library Journal*, October, 1905.

5. James Read Chadwick, M.D. (A. L. A. no. 108, 1877), was found dead outside his summer residence at Chocorua, N. H., early in the morning of Sept. 24, 1905. It is supposed that he fell from the piazza roof some time during the night. Dr. Chadwick was born in Boston, Nov. 2, 1844. He graduated from Harvard College in 1865 and from the Harvard Medical School in 1871. After two years of study in Europe he returned to Boston and began the practice of his specialty, gynecology, in which he soon gained high distinction. He was instrumental in founding the American Gynecological Society in 1876 and was its secretary for six years. He was elected president of the society in 1897. Dr. Chadwick was an ardent booklover, and in 1875 founded the Boston Medical Library, which is a monument to his foresight, his energy, and his devotion to the science of medicine. He was its librarian from its founding to his death. In 1904 he was elected president of the Association of Medical Librarians. He was also a life member of the A. L. A.

—*Library Journal*, Nov., 1905; *Boston Transcript*, Sept. 25, 1905.

6. William Phineas Upham (A. L. A. no. 107, 1877) died at his home in Newtonville, Mass., Nov. 23, 1905. Mr. Upham was born in Salem, Mass., Jan. 19, 1836. His father was Hon. and Rev. Charles W. Upham, author of the standard history of Salem witchcraft, and his mother was a sister of Dr. Oliver Wendell Holmes. He graduated from Harvard College in 1856, then studied law and was admitted to the Essex county bar. He seldom appeared in the courts, but did much work in examining titles and was frequently consulted by other lawyers because of his exhaustless fund of information about the early settlers of the county. He wrote many pamphlets and articles on local historical and genealogical matters, and is said to have furnished most of the facts contained in his father's history of Salem witchcraft. He was librarian of the Essex Institute from 1869 to 1888, and a life member of the American Historical Association and of the Massachusetts Historical Society. Although he attended but one conference of the A. L. A. (Boston, 1879) and was probably known to few of its members, he showed his interest in its work by maintaining continuous membership by the payment of annual dues since his joining in 1877.

—*Boston Transcript*, Nov. 25, 1905.

7. Edward Browne Hunt (A. L. A. no. 1980, 1900) died suddenly on the train from

Boston to Dedham on Feb. 9, 1906. Mr. Hunt was born in Sudbury, Mass., Feb. 19, 1855. He was a graduate of the Boston Latin School and of Harvard College, class of 1878. From 1878 to 1881 he was an instructor at a private school in Newburyport, Mass. Later he became tutor to the son of Hon. R. J. C. Walker, of Williamsport, Pa., and afterwards served Mr. Walker as his private secretary in Washington. Mr. Hunt entered the service of the Boston Public Library June 1, 1883, as an assistant in the catalog department, and by successive promotions he became chief of the department on Feb. 1, 1900. His entire service covered nearly 23 years. His natural qualifications and his exact and scholarly methods made him one of the most valuable members of the staff.

—*Monthly Bulletin of the Boston Public Library*, March, 1906.

8. Richard J. Blackwell (A. L. A. no. 1433, 1896) died at his home in London, Ontario, Canada, March 19, 1906. He was 51 years of age and spent almost his entire life in London, where he was well known. For many years he was engaged in the book business, and when the public library was opened in 1895 he was appointed librarian.

—*London (Ont.) Advertiser*, March 19, 1906.

9. Weston Flint (A. L. A. no. 156, 1878) died at his home in Washington, D. C., April 6, 1906. Mr. Flint was born in Pike, Wyoming county, N. Y., July 4, 1835. In 1858 he graduated from Alfred Academy, and in 1860 from Union College. After teaching in New York, Pennsylvania, and Ohio he went to St. Louis in connection with the hospital service of the army. From 1866 to 1869 he was attorney for claims in St. Louis and active in state politics. Later he became editor and publisher of the St. Louis *Daily Tribune* and organized the second board of the state geological survey, of which he was secretary. From 1871 to 1874 he was U. S. consul to Chin Kiang, China, returning to engage in literary work, lecturing, and the study of law. He was admitted to the bar in 1878. From 1877 to 1887 he was librarian of the scientific library of the U. S. Patent Office, and in 1889 he was appointed statistician of the U. S. Bureau of Education, having in charge the 1893 report on the libraries of the United States and Canada. On Sept. 29, 1898, he was appointed librarian of the newly organized Washington (D. C.) Free Public Library (now the District of Columbia Public Library). This position he resigned in June, 1904. He was a member of many associations and a life member of the A. L. A.

—*Library Journal*, May, 1906.

CHARLES C. SOULE read the

REPORT OF THE TRUSTEES OF THE ENDOWMENT FUND, FROM DATE OF LAST REPORT,
MAY 31, 1905, TO JUNE 1, 1906

CASH ACCOUNT

Receipts

1905, June	1.	Balance brought over.....	\$5985.07
"	12.	Life memberships, T. F. Currier and M. A. Keach.....	50.00
"	24.	Interest on Watson mortgage.....	62.50
"	29.	Interest International Trust Co., on deposit to June 1, 1905.	47.26
July	8.	Interest of Am. Tel. & Tel. bonds (Carnegie Fund).....	100.00
Sept.	15.	Life membership, N. E. Browne.....	25.00
Dec.	28.	Interest on Watson mortgage.....	62.50
"	29.	Interest International Trust Co., on deposit to Dec. 1.....	56.27
1906, Jan.	3.	Interest Union Trust Co. to date (Carnegie Fund).....	2410.77
"	3.	Principal Carnegie Fund, withdrawn from Union Trust Co.	95,175.00
"	16.	Interest Am. Tel. & Tel. bonds (Carnegie Fund).....	100.00
Feb.	15.	Life memberships, L. M. Hooper, A. G. Chandler, T. L. Montgomery, H. Tutt, W. J. James.....	125.00
Mar.	2.	Interest on Mo. Pac. bonds (Carnegie Fund).....	375.00
"	2.	Interest on Seaboard Air Line bonds.....	200.00
Apr.	10.	Life memberships, J. Ritchie, Jr., M. E. Ahern, C. B. Tillinghast.....	75.00
May	15.	Interest Cleveland Term. & Valley R. R. Co. bonds.....	300.00
"	31.	Life membership, G. L. Hinckley.....	25.00
June	1.	Interest to date, Int. Trust Co.....	85.71
"	1.	Interest Chelsea Savings Bank to April 15.....	41.20
"	1.	Interest Brookline Savings Bank to Jan. 8.....	49.72

\$105,351.00*Payments*

1905, June	14.	To the A. L. A. Publishing Board.....	\$1000.00
"	15.	Typewriter.....	50.00
"	15.	State St. Safe Deposit Co., bond box to June 15, 1906..	15.00
"	19.	Portion of Assistant Secretary Hovey's salary (rest paid by Publishing Board).....	62.50
"	20.	Asst. Sec'y Hovey, toward Conference and travel expenses.	225.00
Sept.	13.	Same.....	133.63
"	13.	Asst. Sec'y Hovey, portion of salary for July and August.	150.00
Oct.	5.	Same, for September.....	75.00
"	5.	To A. L. A. Publishing Board.....	1000.00
"	12.	State St. Safe Deposit Co., record box to April 15, 1907.	10.00
"	27.	Assistant Secretary Hovey, salary for October.....	125.00
Dec.	1.	Same, portion of November salary.....	50.00
"	14.	Same, portion of December salary.....	85.47
1906, Jan.	16.	To A. L. A. Publishing Board.....	1500.00
Feb.	8.	Bonds for investment.....	59,723.60
"	9.	" " " ".....	15,075.00
"	10.	" " " ".....	4504.38
"	19.	" " " ".....	10,720.83
"	23.	Account books.....	1.80
"	28.	Bonds for investment.....	5356.25
Apr.	3.	Special deposit Brookline Savings Bank, account Carnegie Fund.....	616.67
May	15.	State St. Safe Deposit Co., bond box to April 15, 1907..	30.00
"	15.	To A. L. A. Publishing Board.....	1000.00
June	1.	Interest redeposited in Chelsea Savings Bank.....	41.20
"	1.	Same, in Brookline Savings Bank.....	49.72
"	1.	Balance at Int. Trust Co., June 1, 1906.....	3749.95

\$105,351.00

CONDITION OF PERMANENT FUNDS

<i>Carnegie Fund</i> (as in last report).....	\$100,000.00
<i>Invested as follows:</i>	
Am. Tel. & Tel. Co. collateral bonds, due July, 1929, 4 per cent..	\$15,000.00
Cleveland Term. & Valley R. R. first mortgage gold bonds, due Nov. 1, 1995, 4 per cent.....	15,000.00
Missouri Pacific R. R. coupon notes, due Feb. 10, 1908, 5 per cent.	15,000.00
Missouri Pacific R. R. bonds, due Jan. 1, 1917, 5 per cent.....	15,000.00
N. Y. Central & Hudson R. R. Lake Shore collateral coupon bonds, due Feb. 1, 1908, 3½ per cent.....	15,000.00
Seaboard Air Line R. R., Atlanta-Birmingham, first mortgage bonds, due May 1, 1933, 4 per cent.....	10,000.00
Western Union Tel. Co. collateral trust bonds, due Jan. 1, 1938, 5 per cent.....	15,000.00
Face value.....	100,000.00
Cost of above, cash.....	99,383.33
Special deposit in Brookline Savings Bank, 4 per cent.....	616.67
Carnegie Fund (principal).....	100,000.00
<i>Endowment Fund</i> (per last report).....	6437.94
Less interest improperly carried to this account.....	251.10
	6186.84
Plus 12 life memberships at \$25.....	300.00
	6486.84
<i>Invested or deposited as follows:</i>	
Watson mortgage (Conveyancers' Title Insurance Co., Boston, Mass.), 5 per cent.....	2500.00
Deposit, Brookline, Mass., Savings Bank, 4 per cent.....	1000.00
Redeposit, same, 4 per cent.....	280.82
Deposit, Chelsea, Mass., Savings Bank, 4 per cent.....	1000.00
Redeposit, same, 4 per cent.....	61.20
Deposit, Int. Trust Co., Boston, Mass., 2½ per cent.....	1644.82
	6486.84
INTEREST ACCRUED AND AVAILABLE	
<i>Carnegie Fund</i> (for use of Publishing Board only):	
On deposit International Trust Co., 2½ per cent.....	1484.75
<i>Endowment Fund</i> (to be used at the discretion of the Council):	
On deposit International Trust Co., 2½ per cent.....	620.38
Total funds in hand.....	\$108,591.97

FUNDS AVAILABLE FOR THE YEAR 1906-7 (ESTIMATE)

For Publishing Board, Carnegie interest on hand.....	1484.75
Income from investments.....	4400.00
	5884.75
For use of the Association, on hand.....	620.38
Income from investments, etc.....	270.00
	\$890.38

The following report of audit was appended:

At the request of Charles C. Soule, treasurer of the Endowment Fund of the American Library Association, we have examined his accounts and securities.

We find evidence of assets amounting to \$108,591.97, of which \$106,486.84 is the invested principal and \$2105.13 is interest accrued and available.

S. W. Foss,
DREW B. HALL,
THEODOSIA E. MACURDY, } Finance
Committee.

Voted, That the report be accepted and placed on file.

S. W. Foss presented the

REPORT OF FINANCE COMMITTEE

Mr. Foss: All financial details relating to the American Library Association have been embodied in the two previous reports just read, and I will simply say for our committee that we have examined carefully all the bills that have been presented to us by the treasurer and have examined the accounts and the vouchers of the treasurer and found them correct, and also examined the accounts of the endowment fund and their bonds and securities and their accounts, and found them in every instance correct.

Received and accepted.

ARTHUR E. BOSTWICK read the

REPORT OF COMMITTEE ON BOOK-BUYING

Since the last report, presented to the Portland Conference, the committee on book-buying has issued seven bulletins of the usual postal card size, containing in all 17½ pages, and one on letter-size paper with an enclosed postal card for answer. The information contained in these bulletins has been of practically the same kind as that given in previous issues, consisting of selected lists of dealers and their catalogs, notices of special bargains in books, especially those to be obtained through importation, with notices of special sales and dealers in foreign books, and of useful small bibliographies for small libraries. It has also been our aim to keep the readers of these bulletins informed regarding the rules of the American Publishers' Association and the workings of the net price system, both here and abroad, and regarding the progress of the revision of the copyright laws so far as it has appeared likely to affect the interest of the libraries. We have also reprinted from time to time extracts from articles in leading papers which it appeared would be interesting to librarians in connection with the purchase of books, and in Bulletin no. 27 we have tried to emphasize the value of concerted action by librarians and to give them an opportunity to initiate such action along cer-

tain lines. In Bulletin no. 19 we printed an alphabetical index to the contents of all previous bulletins, thus making them more accessible and useful.

We have felt that the bulletins might be still more useful if members of the Association could be induced to give us information which might be used in them for the general good; but we regret to say that most of our attempts so far to secure such information have failed. In our last report we spoke of our effort to secure a list of out-of-print books in general demand at libraries. We have renewed this effort, but received in response only one or two lists—not enough to serve as a basis for action—until a return postal was used, with which we have had better results. Our request in Bulletin no. 19 for simple statistics regarding book purchases for the last library year brought only one or two answers, so that we were unable to give the promised table based on these statistics. There was no response to our inquiry as to whether it would pay to reprint numbers of the bulletin that have become or are likely soon to become out of print.

Besides distributing the bulletins we made arrangements with the publishers of the *Book and News Dealer* to send to each member of the Association a copy of their publication containing information of value to book purchasers. From the beginning of the publication of the *A. L. A. Booklist* the editors of that periodical began to insert our bulletins in full, and as soon as the *Booklist* was sent free to all members of the Association we removed from our mailing list the names of all members in order that useless duplication might be avoided. This left on our list something more than a thousand names, and if the Publishing Board should find it possible to send the *Booklist* free to these addresses, or at least such copies of it as contain our bulletins, we could then suspend independent publication altogether and should be able to carry on our work with only a small appropriation for travelling expenses. It may be, however, that the members of the Association think it best to still keep up independent publication for the sake of making complete sets of the bulletins in this form, and we

should very much like an expression of opinion on this point.

The chairman of this committee has by direction of the executive board continued to act as a delegate of the Association to the conferences on copyright, but as the delegates present a separate report to the Council it is unnecessary to speak further of this matter here.

Our effort to aid librarians in the purchase of books to good advantage has been directed particularly towards helping the smaller libraries, and we are encouraged from what we hear continually from these libraries that we are meeting with some measure of success, but we feel that our success would be much greater if those who receive the bulletins and benefit from them would be freer with their suggestions and with the contribution of items of interest which may come under their personal observation and which might be interesting and valuable to librarians in general.

The certificate of receipt required by the custom house authorities for the free entry of books continues to add a vexatious formality to the troubles that beset the importer of books. This regulation seems never to have been enforced in regard to books and scientific apparatus at any port of the United States until the year 1903. At that time and since, protest has been made, but without effect. Action in the matter, however, has never been taken by this Association and it would seem to be desirable that this should be done. We are informed that such action at this time might possibly have weight in inducing the Secretary of the Treasury to reconsider his action. The certificate of receipt now required appears to be no further preventive of fraud than the affidavit previously furnished by the librarian and importer, but simply to be a vexatious provision requiring much extra work and tending to discourage importation. We therefore recommend that the proper committee be authorized to make to the Treasury Department representations to this effect on behalf of this Association.

In closing we renew our recommendation of last year that this committee be made one of the standing committees of the Association.

Voted, That the report be accepted and the recommendations favorably reported to the Council.

W. I. FLETCHER read the

REPORT OF COMMITTEE ON TITLE-PAGES AND INDEXES TO PERIODICALS

Your committee regret to have very little to report, beyond an honest effort, made rather late in the year, to promote the object of their appointment through co-operation with the Association of Periodical Publishers. Owing to circumstances beyond their control, this movement, which seemed likely to reach some conclusion before this meeting, is yet in a formative state, but is likely to result favorably very soon.

The committee has held one meeting in New York on April 18, 1906, all the members being present. No new views were presented, but it was agreed that an effort should be made to reach a practical co-operation with the Association of Periodical Publishers, along the lines of improvement indicated in the report of this committee in 1902.

The association referred to had a meeting in New York on the same day, to which the chairman of this committee was invited, and where he was given an opportunity to present the committee's views, which were discussed by some of those present. There seemed to be a general feeling that the circular issued by the committee in 1902 was too radical and missed its object by asking for too many things at once. The association appointed a committee of one, Mr. J. M. Chapple, of the *National Magazine*, to work with our committee in the preparation of a basis of reform or improvement in the matter of periodical title-pages and indexes, which should be submitted to the Association for their approval. A few days later this committee drew up such a paper, and submitted it to Mr. Chapple, since which time we have endeavored in vain to secure a meeting with him or agreement by correspondence. We have no reason to ascribe this failure to anything but untoward circumstances and feel sure that with a little more time satisfactory results will be reached. It is evident that our hope of co-operation with the publishers is in putting forward a simple and self-evidencing proposition to

begin with, expecting to secure further advances gradually. To establish the principle of this co-operation and a method of carrying it out has been our aim.

Following is the draft of the proposed agreement:

SUGGESTIONS AS TO THE ISSUE OF TITLE-PAGES AND INDEXES (OR CONTENTS) TO PERIODICALS: DRAWN UP BY A COMMITTEE OF THE AMERICAN LIBRARY ASSOCIATION AND APPROVED BY THE ASSOCIATION OF PERIODICAL PUBLISHERS.

1. It is desirable that all periodicals should be distinctly marked off into volumes, and that title-pages and some sort of index or table of contents should be printed for each volume, for the benefit of those who wish to bind their numbers.

2. When practicable, it is very desirable that the title-pages and index shall be sent out fastened into each copy of the concluding number of a volume. The committee are inclined to lay stress on the desirability of having the closing number of a volume contain the title-page and index, especially in order that volumes may be completed without involving purchasers in the necessity of looking up those essential pages elsewhere than in the number where they are most useful. Many publishers of periodicals may have failed to appreciate the extent to which their numbers are sought for binding, and the consequent importance, from a business point of view, of such an enhancement of the value of back numbers.

3. There may be cases of periodicals issuing large editions for sale beyond those for subscribers where such a practice as is recommended above is hardly feasible. In such cases it is recommended that the title-pages and contents be printed and held subject to the order of those desiring them, enough copies being printed to ensure a supply equal to demand, future as well as present. On this point we would cite the testimony of Mr. F. W. Faxon, manager of the Boston Book Co., extensive dealers in sets of periodicals for public and private libraries. Mr. Faxon has had much experience in making up sets for binding and speaks with authority when he says:

"The present practice of issuing magazine titles and indexes in limited editions, to be secured only by separate application to the publishers, usually every time a volume is completed, is causing much annoyance, to put it mildly, to all who desire to bind their volumes. In cases of change of management, or fire, the supply is often made unavailable, and while it is almost always possible to find an odd number somewhere second-hand, it is never possible to pick up a loose title-page and index.

"The supplying and replacement of sets to libraries is our business, and the present practice of the publishers means that no files, even of such popular periodicals as *Harper's Monthly* and *Everybody's Magazine*, to mention but two of a large army, can be made up complete because certain titles and indexes are exhausted. We have calls in our business for from 10 to 25 titles and indexes a month, from libraries in this country who, in most cases, have failed to get them through the publishers. Had the entire edition of the final number of each volume carried with it the title-page and index, which I assume every subscriber or purchaser is entitled to with his subscriptions, no such trouble could possibly arise. Furthermore, I am sure that any publisher would actually make money by issuing the title and index with the last issue of every volume of his entire edition, though the opinion now is among the magazine publishers that, because perhaps a small percentage of buyers wish to bind, it is a useless expense to put a title and index in every volume issued. This idea is wrong, and can be proved wrong. But publishers should consider the larger

question of satisfying all their subscribers, which there is no question they would do if the entire edition had titles and indexes supplied."

4. It is strongly recommended that title-pages and contents, when issued with a number, be printed on separate sections from reading matter and advertisements, so that they can be taken off and properly bound where they belong without the necessity of separating single leaves which must be pasted in.

5. This last recommendation also applies to the injurious practice of combining advertising leaves and leaves of reading matter in one section, when by a little care, in the make-up, the sections may be separate. Of course, this applies only to periodicals in which the advertising pages are generally removed before binding the numbers.

W. I. FLETCHER,
A. E. BOSTWICK,
E. LEMCKE.

Received and accepted.

The president read a letter, sending greetings and good wishes to the Conference, from Mrs. S. C. FAIRCHILD.

GEORGE F. BOWERMAN read the

REPORT OF COMMITTEE ON BOOKBINDING AND BOOK PAPERS

(See p. 130.)

C. W. Andrews, vice-president, took the chair.

Voted, That the report be accepted and referred to Council with recommendation that the committee be continued.

The secretary read a telegram presented by Mr. J. P. Kennedy, renewing invitation to meet in Jamestown, Va., in 1907, and signed by various officers of the city of Jamestown and the Jamestown Exposition Co.

Adjourned, 5.50 p.m.

AUTHORS' READINGS

(BALL ROOM, MATHEWSON HOUSE, SUNDAY EVENING, JULY 1)

On Sunday evening an informal session was held, devoted to singing, authors' readings, and stereopticon views. Upon motion of the secretary a resolution was passed sending the greetings and sympathy of the Association to Mr. F. M. Crunden, senior ex-president of the Association, in his illness. The singing, under the direction of Mr. Albert T. Briggs, of Cambridge, was general, and admirably conducted. The authors' readings were opened by Harry L. Koopman, librarian of Brown

University, who read a poem entitled "The librarian of the desert" (*see* p. 25). Robert Gilbert Welsh, dramatic critic of the *New York Telegram*, read a short story and two poems. Sam Walter Foss, librarian of the Somerville (Mass.) Public Library, followed with several poems, including "The song of the library staff," written for the occasion (*see* p. 35); and Miss Dotha Stone Pinneo, librarian of the Norwalk (Ct.) Public Library, closed the readings with a short original story. After the readings a series of stereopticon views, illustrating the social side of the last twelve conferences (and post-conferences) of the Association, were displayed with running comment by Frederick W. Faxon, chairman of the travel committee.

SECOND SESSION

(BALL ROOM, MATHEWSON HOUSE, MONDAY MORNING, JULY 2)

President HILL called the meeting to order at 9.30, and announced that this session would be a joint meeting of the Library Department of the National Educational Association, and the American Library Association, under the chairmanship of Dr. James H. Canfield.

Dr. Canfield then took the chair.

The CHAIRMAN: It is a full decade since the library people and the public school people began to realize that they were engaged in a common cause, against a common enemy, Ignorance. About ten years ago, I think, the first committee was appointed by the American Library Association to seek co-operation with the National Educational Association, and the Library Department of the National Educational Association was started the following year. The Library Department took up work with the committee appointed by the American Library Association, and the two together formulated a definite and very valuable report, which appeared in the proceedings of the National Educational Association for 1897, and was also published separately and widely distributed throughout the country. We may take that as the initial point of a movement

which, to my mind, means much for both the library and the public school, and means, perhaps for the first time, putting the public library in a position and upon a foundation which settles for all time the relations of the library to the public and of the public to the library. This movement went forward steadily, not with misunderstandings but with a lack of understanding, not with misappreciation but with a lack of appreciation, on both sides, perhaps with a little feeling of intrusion on the part of the schools toward the librarian and a little feeling of intrusion on the part of the librarian toward the schools. For some years Mr. Dana was chairman of the committee on co-operation, and a large gain was made while he was at the head of that committee. Circulars were sent out, letters of information and of inspiration went from the Library Association to the different departments, officers, members of the Educational Association, and in every way everything was done to cultivate the ground, to sow good seed, and to await results. At the St. Louis meeting of the Library Department of the National Educational Association the matter came up definitely again, and from that time on the progress made is expressed completely in the "Report of the special committee on instruction in library administration in normal schools,"* prepared for the American Library Association committee and just published by the National Educational Association. This report I now hold in my hand, and copies are here for distribution, presented as the report of what has been done by the COMMITTEE ON CO-OPERATION WITH NATIONAL EDUCATIONAL ASSOCIATION. There is an error in this report which I must take as entirely my own. Not sufficient recognition is given to the fact that this committee was originally a committee of the American Library Association. In the taking over of the committee's work by the Educational Association, and in the prep-

*National Educational Association. Report on instruction in library administration in normal schools; prep. by Eliz. G. Baldwin; submitted to the National Council of Education by a committee on co-operation between public schools and public libraries. . . . May, 1906. 72 p. O.

aration of the letter of transmittal, I must plead guilty to not making that fact nearly as clear as it ought to have been made; and I can only say that I will take pains to see that due credit and full credit to this Association and to its committee as representing this Association will be given hereafter.

We have, then, this morning, this topic of the relation of libraries to the schools, coming to us through this report—the final step after these ten years of arduous labor. We have also what seems to be a very marked realization of all we have been striving for, in the presence of the president of the National Educational Association, who comes to bring us greetings from that association and to assure us of sympathy, of appreciation, and of most hearty co-operation from this time forth. It gives me very great pleasure to present to you Dr. Nathan C. Schaeffer, Superintendent of Public Instruction for the state of Pennsylvania. (*Applause.*)

ADDRESS OF DR. SCHAEFFER

Dr. SCHAEFFER: When I accepted the invitation to meet the American Library Association on this day I made up my mind that I would resist the masculine tendency to give advice. The proverb, 'tis more blessed to give than to receive, must have been written of advice. I am here rather for the purpose of glorifying the vocation of the teacher and the librarian and of uttering a sort of Macedonian cry, "Come over to us and help us"; for the National Educational Association—especially the library section—needs very much the help and co-operation of the American Library Association. We need that help quite as much as the teacher needs the help of the librarian, and I might announce my point of view as being strictly in accord with the sentiment expressed in this report, namely, that the library as well as the public school forms an integral part of a system of free and public education.

We who teach and supervise schools need your help, for the sake of uplifting the industrial classes. Will you look at this matter for a few minutes from my point of view? I live in the richest agricultural county in the United States, a county that has

more money deposited in its national banks than any one of seven Southern states that might be named, and the wealth of that county is due to the fact that it is a great tobacco county. Now there is perpetual warfare between the school and the tobacco factory. The boy and the girl leave the school just as soon as the law allows them to go to work, in very many cases, and the owner of one of those industrial establishments assures me that during the noon hour the telephone is kept in constant use by the young people who are engaging seats upon the roof garden for the evening. I confess to you I have sympathy for those young people. I have heard of industrial establishments where it takes 22 persons to make a pin; where the leather passes through 64 hands before the shoe is ready for the market. I have never been able to ascertain through how many hands the tobacco passes until it ends in smoke and ashes. But think of a human being spending his time on every working day from the first of January until the last day of December making the twenty-second part of a pin, the sixty-fourth part of a shoe, the infinitesimal part of a cigar, and you can realize for yourself the monotonous drudgery of that sort of life and the innate influence leading those operatives to seek recreation. Now, how much better would it be if these workers in the tobacco factory and in other industrial establishments could at the close of the day go to the public library and there find the recreation which their nature craves, instead of seeking that recreation in the saloon and upon the roof garden. So long as our workers, our industrial classes, do not frequent the library, there to associate with the choice spirits of all the ages, but seek recreation in lower forms of enjoyment, so long, I claim, there is important work to be done both by the teacher and by the librarian.

And I am not willing to accept for the teacher all the blame for this state of affairs among our industrial classes. I find that when anything goes wrong in the public life of the American people, people always look to the school for a remedy and the teacher is blamed for what is wrong, or at least she is expected to correct it. See what the teachers are expected to do. If, for instance, some

one is found cruel to an animal, straightway there is legislation that teachers must give instruction upon the humane treatment of the brute creation; if it is found that cigarettes and stimulants sap the life of the nation, straightway we have legislation that in every school we must teach physiology with special reference to the effect of narcotics and stimulants upon the human system; if too many boys leave the farm to go to the city, the school is expected to give instruction in agriculture in order to revive an interest in country life; if there is danger that our forests will be all cut down and reach extinction, straightway there is legislation for Arbor Days, in order that the children may know how to plant trees and take care of them; if there is trouble in learning a trade, straightway we must have manual training, in order that the boys, and the girls even, may learn how to use the tools that lie at the basis of all the different handicrafts; and if there is trouble in getting domestic help, straightway we must have the introduction of domestic science into the school curriculum. Indeed, no prophet can tell what problems will be shied at the school in the next 50 years. We are now to celebrate the 18th of May in order to prepare the world for international arbitration, and somebody out in the state of Ohio, which is prolific in new ideas, recently proposed that the school children of this country through their teachers, shall raise \$400,000 to build a bronze ship in memory of those who died in the explosion of the *Maine*.

Now I am prepared to say that the school can, of course, help to solve some of these problems; but here is the difficulty, and it should come very near to the hearts of you librarians: the things which did not originally belong to the school curriculum have been emphasized to such an extent that many teachers have a bad conscience with regard to their legitimate school work. Many teachers feel conscience stricken if somebody catches them teaching the three R's; and I have found it absolutely necessary to show the fundamental relation of that which called the school into existence to the preservation of our modern civilization. There are many people who think that the library and the

school are a burden which our modern civilization must carry. I claim, on the other hand, that modern civilization is a burden which the school and the library must carry. Once a good woman who, in preparing herself for the duties of the school room, goes to summer schools and annual gatherings of teachers, came to me and in a tone of despair said, "I would like to know what we are to teach?" "Well," said I, "what makes you ask that question?" "Why," she answered, "the editor of the *Ladies' Home Journal* says that a crime is being committed before the eyes of American parents through the overcrowding of the school curriculum, whilst President Eliot says that the school curriculum must be enriched." Said she, "I have listened to a professor from Chicago who advocated that no child should be taught to read until it reaches the ninth year; and another professor gave us an interesting lecture on a whale, and another lecture on a butterfly, and still another lecture on a Baltimore oriole, and he made us feel that this is the kind of information that we should give in the school room."

I saw that this woman's notions of the original purpose of the school needed clarifying before she could again be happy in her school work, and I said to her: "You know as well as I do that Pennsylvania has been made the dumping ground for the illiterate populations of southern Europe. Let us watch one of these men who cannot read and write, let us see his experiences during a day. I saw one of them get on the train in the vicinity of Pittsburgh not long ago to go to some point where he was sent by the firm that employed him. Every now and then he asked the brakeman the name of the next station for fear he might be carried beyond his destination; he couldn't read the names that have been put up on tablets on each side of the station. When the noon hour came he was sent to a hotel to get his dinner, and there he was confronted by the hotel register. He made some excuse about his name and got the clerk to write it. When he entered the dining room he was confronted by the bill of fare, but he couldn't read a word of it. In despair he asked for something to eat. That evening he got a let-

ter from his daughter who was attending the public schools. The child thought this was a fine opportunity to show papa she could write a letter. But he couldn't read a word of it. There were ink and writing material in that hotel, free to everybody, but he could not do what he wanted to do, write a letter to the dear ones at home. Somebody handed him a newspaper. Not willing to acknowledge his illiteracy, he held it in the customary position, but soon there was a laugh, for some one saw that he was holding the paper upside down. Now what was it that that man needed all day long? Was it knowledge of a whale, of a butterfly, of a Baltimore oriole, or was it the ability to read and to write?"

The good woman said, "Hereafter I shall teach reading and writing as though the fate of the nation depended upon it." (*Applause.*)

The illiterate man is not adjusted to our modern complex civilization, and no matter what the school teaches, the school is a failure if it does not develop ability to read and in addition to that the reading habit and the library habit. (*Applause.*)

Look at this whole question from the point of view of John Fiske and Lewis Morgan and other scholars who hold their views with regard to the development of ancient culture. I believe that if you look at your own work for a few moments from that point of view every one of you will go home an inch taller, glorifying your work as librarians in a way that you never magnified that work before. According to this theory, you will recall there were three great epochs in the development of ancient culture. The lowest, the stage of the savage, which had in it three upward steps: first, man lived on nuts and fruits, then man learned to fish and how to build a fire, finally man learned to hunt with bow and arrow. Did any one of those occupations call the school and the vocation of the schoolmaster into existence? Far from it. And the next stage came when man stepped from the savage to the barbarian plane of life. And there I would like to make my bow to a woman. Did it ever occur to you that whenever the average girl begins to study a history she wishes she were a boy? And

why? Because our text-books on history devote about 499 pages to the achievements of men, and if women get half a page in the ordinary text-book on history the sex is fortunate. The average girl is made to think that everything heroic in the world—yes, everything worth doing—belongs to the other sex. Now I want to say that I had a good deal of sympathy for that New England woman who, when an assembly glorified the Pilgrim fathers and talked of the hardships that the Pilgrim fathers endured, rose and proposed a toast to the Pilgrim mothers, who endured all the hardships of the Pilgrim fathers and then had to endure the Pilgrim fathers besides. (*Laughter.*)

Three epochs man passes through before he reaches civilization. First, his life is nomadic and his wealth consists in cattle grazing on the adjacent hills. But does that call the school and the library into existence? Far from it. The teacher and the librarian come later. The next upward step is made when man learns how to till the soil, to practice the art of the husbandman. But does that call the school and the library into existence? Although the school makes the farmer a better farmer, still farming did not call the school nor the library into existence. The next great upward step was made when man learned to work in iron, in metals. But that did not call the school into existence. According to John Fiske and Lewis Morgan civilization dawned when man learned how to record his thoughts and how to transmit them to distant peoples and to future generations. It is in the need of recording man's thoughts and achievements and of preserving them for future generations that you have the origin of the school and the origin of the library. So that the vocation of the schoolmaster and of the librarian lies at the basis of our modern civilized life. And civilization, I repeat, is the burden which the school and the library must carry and preserve.

Now, from that point of view we can well glorify these two vocations. The library is of course useless if the teacher fails to teach the children how to read and write. On the other hand, as this report points out, the school life of the average child in this country is five years and the rest

of life belongs to the librarian and to the library if the reading habit and the library habit have been developed in these five years. Undoubtedly even during the short period of the school life of the child it is possible not only to teach the child how to read—and she is the best teacher who with the least expenditure of time and energy makes the child an independent reader—but it is also possible during that school period, if the librarian and the teacher work together, to develop in the child a love of good books, to develop the power to use books aright; and in spite of all the talk we have had about *things* against *words*, the school is a failure if it does not teach the right use of books. And it is at that point that the teacher needs the help of the librarian.

To my mind the vocation of the librarian has the earmarks of a profession. What are they? Well, in the first place, every profession has its own *esprit de corps*, and the first thing I heard when I got into this building was talk about “the library spirit.” There is a professional spirit springing up in this organization that will finally pervade the entire vocation in this country. Then, in the next place, every profession requires technical training, and you have your library schools fulfilling that function. More than that, every profession presupposes a liberal or a general education, and the day has come when the brightest of those who graduate from our schools do not hesitate to use their learning, their training, their liberal culture, as a basis upon which to build the vocation of the librarian. In addition, I notice that every profession has certain operations that are not merely mechanical but that are based upon science. Anybody can chop off an arm, but it takes a skilled surgeon to amputate an arm. There is science at the basis of that professional operation. You throw a man, however learned, into a modern library and let him manage it, and he will find how little he has of the technical training and the science that underlie the work in our libraries. And then, last of all, I find that every profession has a noble aim. The theologian seeks to save souls, the physician seeks to save life—and the librarian has a noble aim. It is to fit men and women, not only to get

knowledge from the bookshelves or the books on the shelves, not merely to get recreation, but it is to enable men and women to live the higher life of thought. So many of our industrial classes are dissatisfied because they think money makes life worth living and because they think the millionaire has that which they themselves cannot get. Now, money stands for food and drink, for the garments we wear and the houses we live in and things of that sort; but let it never be forgotten that money cannot make life worth living. If you have plenty of money you can buy a fine house, but you cannot buy a happy home; that must be made by you, and by her who occupies it with you. If you are rich you may buy a fine copy of Shakespeare, but you cannot buy the ability to appreciate a play of Shakespeare.

Plato wrote above the door of his academy, “Let no one enter here who is destitute of geometry.” Why did he value geometry so highly? Not merely because he thought it was the best introduction to the study of philosophy, but Plato had an idea and he expressed it when he says “God geometrizes.” Plato had an idea that when a youth learns to think the thought of geometry, he is thinking God’s thoughts and he is tasting the pleasures of a life that does not turn upon what we eat and drink and upon the things that the almighty dollar will buy. When Kepler discovered the laws of planetary motion he exclaimed in ecstasy, “O God, I think Thy thoughts after Thee!” And when the youth at school learns to think the thoughts that God has put into the starry heavens above and into all nature around us, that youth is learning to think God’s thoughts and is enjoying the pleasures of the higher life of thought.

Here is where I glorify the library and the vocation of the librarian. No human being can expect to discover for himself all the thoughts that God has put into the starry heavens above and into all nature around us, but if he has acquired the library habit he will find upon the shelves of the library the books that give what man has discovered of the thoughts that God has put into the heavens above and into nature around us; he will learn that the books upon the shelves of the

library enable him to associate with the choice spirits of all the ages and to think the best thoughts of the best men whenever he enters that library and makes a right use of books.

For that reason I believe that all over this land teachers and librarians should emphasize as one of their chief functions the acquisition of the power to make the right use of books, the development of ability to enjoy a good book. And it is there that the library must help the teacher, for few teachers have leisure enough to select the best books upon the shelves of the library. It is there that the librarian must act as a guide to both teacher and pupil.

Now one word about the National Educational Association. We have a library department of the National Educational Association, as you have been told, and when I was president of the department about 600 special letters of invitation to the meeting of that department were sent to people in different parts of the country. What response did we get? I think we had present at St. Louis, if my memory serves me right, four librarians and less than a score of teachers. The National Educational Association has money; it has an invested fund now of about \$150,000, and some of its finances have been used to print this library report, which has come into being largely through a committee of the American Library Association. I am not here to advocate either organic or federal union between these two organizations, but I wish to raise in your minds the question whether it is not possible to have a closer affiliation between the librarians and the teachers, especially between the National Educational Association and the American Library Association.

I rejoice in this opportunity to bring to you the greetings of the National Educational Association, and I shall never miss an opportunity to glorify the work which you librarians are doing for humanity and for civilization. (*Applause.*)

The CHAIRMAN: It is hardly necessary, after the expression which has been made by those who are present and who have had the pleasure and the delight of listening to

you, sir, for me to say a single word expressive of our pleasure and our gratification at having you with us this morning, both officially and personally. I will only add that from this time forth whenever the National Educational Association shows that you are to be one of its speakers, you may expect an avalanche from this Association. (*Applause.*)

Miss CLARA W. HUNT read a paper on

THE CHILDREN'S LIBRARY AS A MORAL FORCE

(*See p. 97.*)

Miss L. E. STEARNS read a paper on

THE PROBLEM OF THE GIRL

(*See p. 103.*)

The CHAIRMAN: These two papers are given in this general session by the courtesy of the Children's Librarians' Section, where they were to have been presented; but they seemed peculiarly fitting for presenting here. Had they been presented in that section Miss Isabel Lord was to open the discussion, and I will therefore ask Miss Lord if she will be kind enough to do it now?

Miss ISABEL E. LORD: It is from the administrative point of view, I suppose, that a few remarks were requested of me, and it is with some amusement, with much pleasure, that I find what I wish to say has been largely forestalled by a statement in Miss Stearns' paper, a statement of a fact which I did not know, that the Carnegie Library of Pittsburgh, which always does first the things that we all want to do, is to establish in its new building an intermediate department. Since Miss Stearns made this only as a brief statement, I will take a moment to speak of the necessity of such a department, or its advisability, from the point of view of the administrator, as I have seen it, in a much smaller library. Children coming into the children's room sometimes come at the age of six or seven. The great majority do not come until they are nearing, within two or three years, the age limit at which they ought to leave. Even if in the children's room we could give them all the attention they all need—which

is a counsel of perfection that we none of us have reached and none of us, with the present growth of the population, and the popularity of the children's room, can hope to reach—still it would be a very short training they would get in the children's room. As it is, the little children are and must be most important. To them must be given the first attention, the most careful attention, and the older children, as they are nearing the age limit, usually 14, at which they are allowed to pass to the adult room, as they approach that limit and begin to feel restless at being classed with the little children, are given necessarily less and less attention; they find a large proportion of the books on the shelves too young for them, and I think the experience of all children's librarians is that they often leave the room before they are really ready to go up into the adult department, because, as Miss Hunt says, they have read everything in the children's room, and yet they are not, in the opinion of the children's librarian, ready to go to the adult department.

When transferred to the adult department the child is turned loose in a collection made primarily, as it must be, for the adult. The young girl, who is a much greater problem than the boy, starts straight for the fiction shelves, open fiction shelves which we all of us have now, containing novels; a great many of which we would rather older people did not read and we certainly do not want younger people to read. Yet there they are turned loose, with the feeling that they are now grown up and will do as they choose. In that department the first claim is and must be that of the adult. We cannot keep older people, who are using the library often for serious purposes of study, waiting while we attend to the children. Already the adult readers complain of the influx of children from 14 to 18 years old; they find the way blocked by them as they come into the library and they dislike it. From the administrative point of view, as I have looked at it in my own library and as we have tried to work it out, we can see no solution except an intermediate department with a large but careful selection of books for the younger readers. I am sure we shall all be very much inter-

ested in what is done in the Carnegie Library at Pittsburgh.

Just a word for those who cannot possibly have an intermediate department, but who may wish to make some sort of selection. In our own library we take out a selection of books and call them books for younger readers, and young people from 14 to 18 are not allowed to go back into the general stack without permission. If they ask, of course they may go to a particular subject; but there is a careful selection of about 2000 books to which we find a great proportion naturally go. Such a feature is of course possible in any library, even though it is not possible, as I think it should be, to have the tactful, right person to direct the reading without seeming to direct it.

THE CHAIRMAN: I have always felt that it was not kind and was in fact only a little short of an outrage that the secretary of an organization should only be known as a notice-monger, and I am going to ask Mr. Wyer to appear before us for a few moments in another capacity. Will you say just a word to us on this subject, Mr. Wyer?

J. I. WYER: I have had some experience in children's work and children's reading—but it is limited to two children. (*Laughter.*) I approve cordially of what Miss Stearns said about reading aloud in the family to children. That is about the best thing that anybody can do, and it is ordinarily as good as the work that you can get in any children's department in any library, if it is constantly followed out and you use the good things that the children's librarians will tell you about to read to your children. Another thing is libraries at home. I am aware that the great percentage of work done by the children's department must be done with children from homes where there are no libraries, where there perhaps can be no libraries. But there is a great class of the community that can have libraries, and the more books there are in a house, as long as they are books of which you would not be ashamed, the better, and I do not see why you should limit a child to the children's room or the intermediate room or any other room if he wants to read anything you have in the library. You ought not to

have in your fiction room, or your general library anywhere else, anything that you do not care to have children read. Keep your libraries pure and wholesome and clean and it does not matter much whether they are all adults' books or all children's books or whether you have one in one case and one in another.

Miss JESSIE WELLES: Our plan for an intermediate department is in such an undeveloped condition that I am afraid to speak of it at all, but I think that people who have been practically working with the public find that it is quite true about the older boys and girls, especially, being in the way of the older people. We greatly desire that the older people shall find no such annoyance, and we equally desire that the younger people shall have a fair chance. It happens that in our plans for the new building we were given a T-shaped room, and the suggestion naturally arose that one of the wings would be a good place to put the books for the older boys and girls. The plan is that those books shall be selected by the staff of the adult department, and by Miss Olcott, chief of the children's departments, and that there should be at least one assistant or probably two or three who will be scheduled, both in the children's department and in the loan department, so that when the boys and girls come from the children's department they will find familiar faces and won't have that strange feeling of being adrift in the world, that they often have when they come from the room where they are constantly helped to the room where they have to learn to help themselves. That is about as far as we have gotten in our plans; we mean to have a selection of wholesome fiction and non-fiction which young people might not pick out from the big collection, and people who can give them intelligent help enough to take them over from the room where they have been guided so constantly.

Miss THERESA HITCHLER: I have not been scheduled to speak at this meeting, but I want to refer to one point that Miss Stearns dwelt upon in her paper and to which Mr. Wyer referred afterwards. That was the point of mothers reading aloud to the children. Now I do not think it has been clearly brought out that most of the children who come to our libraries haven't mothers like us. (*Laughter.*)

We forget the great class of families to which Dr. Schaeffer referred, the parents who themselves cannot read and so cannot intelligently guide the reading of their children. A few years ago I was asked to address a mothers' meeting in a grammar school in New York, where the great majority of mothers present could not read, and I advocated that they make their children read aloud to them, and in that way they could see whether they were reading proper books. (*Applause.*)

Mrs. MINERVA SANDERS: It is generally supposed that the large libraries have an advantage over the smaller ones. But there are things in which the smaller library has the advantage, and one is in dealing with children. The small library can meet the children and exert personally an influence that cannot be given by the large library unless there is a special trained librarian, and not always then. I have always advocated a child's coming to the library as soon as he could climb the steps. In that way the child learns to love books. In our library just as soon as a child can write his name he has a card. Our children also have the privilege of going to all the books. Our shelves are open, and the children go to the shelves when they please. The little ones don't want to go, but a child at 14, in my experience, has judgment enough to go among the books that we have on our shelves. If we have books for adults that we don't want children to read—and, by the way, let me say children wouldn't understand those books—we put them on another tier of shelves; the children do not go to them. And I take pains to examine the books selected by the children. I am surprised at their selection; I think sometimes they select better than I would for myself. But this idea of keeping the children away from the adult books, or out of the reading room for adults until they are over 14 years old, or 15 or 16, I do not agree with at all. I find also that having all books charged at the regular desk is an advantage both to the children and to the adult; the older people are gracious to the children, and we have never found any trouble between our older people and our children.

Mr. H. H. BALLARD: I would like to ask the teachers of the public schools if they would kindly teach the children to read. I

have rarely known a boy or girl of the age of 16 to 18 able to read a book aloud intelligently, easily, and so that listening was a pleasure. Adjourned.

THIRD SESSION

(BALL ROOM, MATHEWSON HOUSE, MONDAY EVENING, July 2)

President HILL called the meeting to order at 8 o'clock.

The PRESIDENT: The secretary will present an amendment to the constitution which should be acted upon at this time.

AMENDMENTS TO CONSTITUTION

The SECRETARY: The constitution was amended at Portland, by the Council, in two sections, 12 and 17. The general association voted its approval to these amendments at the Portland meeting, but the constitution provides that this approval shall be repeated at a second consecutive session. The amendments come up this evening for final ratification, if this general meeting shall approve them.

To Section 12 the amendment adds these words: "It shall have authority to include in the publications of the Association so much of the program, notices, circulars and proceedings of affiliated associations as it may deem advisable." The initial pronoun "it" refers to the executive board, and the object of the amendment is to secure the necessary printing in A. L. A. programs for such organizations as may be affiliated with us.

Section 17, providing for the same object in another way, is amended by adding these words: "It may, by a two-thirds vote, upon suitable conditions, affiliate with the American Library Association other organizations kindred in purpose." In this case "it" refers to the Council.

The purport of the two amendments is to enable the Council to affiliate organizations kindred in purpose and national in scope, and to provide that the executive board may print the programs of such organizations for them or include their programs in our own and publish their proceedings in our annual volume of papers.

I move the ratification of these two amendments to the constitution. *Voted.*

The PRESIDENT: The president has only one duty to perform. As chairman he should not be long-winded. He ought, rather, to be like a door which should be opened with as little squeak as possible to admit the real speakers. It is hoped that the door will squeak in such a small degree as to be hardly perceptible. The subject which we have for this evening relates to the public library as a municipal institution, and the speakers who are to address us appear in the relation of a trustee and of a librarian. In introducing the first speaker I may be permitted to say that some few years ago some women in the city of Brooklyn wanted a free public library. They went to the then mayor of the city and secured his co-operation. A bill was framed with his consent, his sanction, and with his help. That bill was presented to the legislature and became a law. Under that law the city of Brooklyn received for its public library the first year \$5000. It is spending to-day about \$400,000, such is the growth of that institution. And the man who was the then mayor became a trustee of the first board, and has remained a trustee of the Brooklyn Public Library ever since, and has been its president all the time. I have pleasure in introducing a proved friend to libraries, the Honorable David A. Boody. (*Applause.*)

DAVID A. BOODY read a paper on

THE RELATION OF LIBRARIES TO MUNICIPAL GOVERNMENT

(*See p. 28.*)

The PRESIDENT: After a library has received money from the city it is necessary to spend that money, and it is easy for us to do it; but it is another matter so to expend it that we get the greatest return, and it is quite appropriate that we should hear from the library side as to the best way of spending the money which the municipality has given the library for its maintenance. It is appropriate, too, that the one who speaks should come from a library which we have looked upon for many years as an example that we have been glad to follow. I have pleasure in introducing Mr. Horace G. Wadlin.

Mr. H. G. WADLIN read a paper on

THE PUBLIC LIBRARY AS A MUNICIPAL INSTITUTION: FROM THE ADMINISTRATIVE STAND-POINT

(See p. 30.)

The PRESIDENT: In the absence of Dr. Melvil Dewey, who was to present the next number on the program on behalf of the League of Library Commissions, his paper will be read by title and printed in the proceedings.

Mr. DEWEY's paper is as follows:

THE FUTURE OF LIBRARY COMMISSIONS

Had it been possible to get to the meeting my thesis to be maintained orally in such time as could be spared from the other speakers was as follows:

1. Library commission work will be established in every state as certainly as is the public school department.

2. The chief honor to be conferred on the ablest men and women of the state will be membership in this commission. Its executive officer directing this great department will have the finest opportunities for usefulness afforded any citizen.

3. The commission will become permanent, taking the name "department" instead of "commission," which carries a flavor of temporary service.

4. This department will have full charge of all the state's library, book and publishing interests. Through its influence there will be greatly increased efficiency and economy in state publications.

5. It will have charge also of all home education interests, travelling libraries, study clubs, extension teaching, museums and allied agencies.

6. As a part of the library interests under its control it will absorb the management of the state library. The boards of *ex officio* trustees will willingly give place to the new library department. These trustees, usually eminent state officers, are seldom fitted either by taste or experience to guide a great missionary educational movement, though often admirably qualified to act as trustees for the law library, which was the major part of the traditional state library. In the trend towards

consolidation the greater will absorb the less, and there can be no question that the library commission with its state-wide interests and activities, calling to its service the foremost citizens who are willing to give their best to the public good, greatly outranks in dignity and importance any *ex officio* board entrusted with the old type of state library. Local circumstances in some states will make it best to have two or more agencies, but no greater harm can be done than consolidating into one, two or more institutions which are doing the work better or cheaper and working in harmony. But the general tendency will be toward a state library department, growing out of the present library commission, and including under the comprehensive name "library" all those agencies and methods which make for culture and education outside the regular teaching institutions.

The PRESIDENT: The next subject is "The effects of earthquake and fire on San Francisco libraries." This subject was assigned to Mr. Frederick J. Teggart, librarian of the Mechanics-Mercantile Library, of San Francisco, who had volunteered to prepare a paper, but at the last moment he was unable to come and Mr. Charles S. Greene, of the Oakland Public Library and a trustee of the State Library of California, kindly consented to fill Mr. Teggart's place.

EFFECTS OF EARTHQUAKE AND FIRE ON SAN FRANCISCO LIBRARIES

CHARLES S. GREENE: On April 18, 1906, at 5.15 o'clock in the morning, the state of California was visited by an earthquake, the severest that has been felt in that region since it was visited by civilized man. It extended from Fort Bragg, in Mendocino county, on the north, 150 miles southward to Salinas in Monterey county and beyond, passing off into the sea on either side. The scientists have told us that the cause was a fault, a slip of the earth, that moved the country to the west of the line of the fault eight feet or more to the north, or else moved all the rest of the country eight feet to the south. The damage done was confined to a few places, but in certain localities it was very severe. Fort Bragg was badly shaken; the city of Santa Rosa had nearly

every brick building thrown down; San Francisco was severely shaken; Oakland on the other side of the bay had its share; San Jose, farther south, had many of its brick buildings thrown down; the insane asylum at Agnew was almost totally destroyed; the beautiful buildings of Stanford University were damaged to the extent of several millions of dollars. The damage in San Francisco by the earthquake is hard to estimate. Perhaps three or four millions of dollars would have covered all except the damage done to the city hall; perhaps as much more, or 20 millions, would have covered the total damage in the state by the earthquake.

But there was more to come. In San Francisco the earthquake shock was followed by a multitude of fires springing from crossed wires, from overturned stoves and furnaces, and in other ways, and when the alarm was sent in and the fire department promptly responded, the terrible situation was faced that the earthquake had destroyed the water mains and there was no water to fight the fire. Furthermore, the fire chief, old and experienced, was so injured that within a few days he died, without ever knowing that the calamity that he had predicted for San Francisco had come upon it. So San Francisco, without water, without its fire chief, with fires springing up in scores of places at once, was given over as a prey to the flames. I cannot tell you the horrors of those next three days. You have read of them plentifully. We in Oakland watched the great pillar of fire by night and the pillar of smoke by day, and our hearts were full as we watched, and seemed fuller yet when there came from the ferry by every boat thousands of destitute people bringing with them only such little belongings as they could carry in their hands—a canary bird, a parrot, a cat, a dog sometimes; trifling things that they had caught up in their hasty leaving. Of 250,000 homeless people, 150,000 came across the bay in those three days to be taken care of in the cities of Oakland, Alameda and Berkeley. Every church, every organization was turned into a relief society, and the relief beginning there spread out into the country until all the world had come to

the help of San Francisco in her hour of need. There has been no such outburst of sympathy, as there has been no such great fire, destroying some three hundred millions of property, nearly three thousand acres of buildings, all of the business section except the water front and much of the best residence section of that great city. That is enough, perhaps, for the story of the earthquake.

The effect on the libraries was commensurate. The whole effect it would take too long to tell. The exact physical effect is not so difficult to state. The losses in buildings and books have been listed, and I will note the principal ones: Berkeley, \$1000 damage to building. University of California lost 1007 books in the bindery and some 250 others in the hands of instructors in San Francisco, besides its loss in the great damage to the Charles Doe estate, from which it was to receive a bequest for a new building. The building of the library at Haywards was damaged \$1750 worth, and at Martinez \$1400. The Napa Library was seriously damaged. My own building at Oakland was damaged to the extent of about \$3000; the Redwood Public Library, \$5000; the San Mateo Public Library, the old building condemned; Santa Rosa Library, \$7000; and at Stanford the beautiful library building, which cost about \$300,000, was so wrecked by the swaying of its steel tower that the whole masonry was destroyed.

The San Francisco losses, with the loss by fire added to the smaller loss by earthquake, show large figures. In the San Francisco Public Library there were 105,000 books destroyed. Of all of the books in the main collection, I saw the only one that had been saved, and that was a book that the secretary had put in a safe the night before. The Astronomical Society of the Pacific lost 1400 volumes; Bnai Brith Library, 12,000; Bohemian Club, 5000, many of them autograph and presentation copies from distinguished writers; California Academy of Sciences, 12,300; the Chamber of Commerce, 9000; French National League, 25,000; Mechanics'-Mercantile, 200,000; St. Ignatius, 50,000; Microscopical Society, 2500; San Fran-

cisco Medical Society, 5000; Reading Rooms for the blind, 400—small, but all it had; San Francisco Verein, 4400; San Francisco State Normal School, 8500; Supreme Court Library, 17,000; Theosophical Library, 1000; University Club, 2500; Wells Fargo Library, 5000; Y. M. C. A. Library, 2500; San Francisco Law Library, 35,000; Sutro Library, 100,000; Society of California Pioneers, about 5000. That makes a total of 610,000 books lost, and damage to buildings \$394,450. Besides, there were the books lost in book stores and in private libraries, making the total loss of books not less than a million volumes. The law libraries, for example, were so totally lost that there were only about two working libraries left in all San Francisco, and those were libraries of lawyers who had working libraries at their residences in addition to those at their offices.

So much for the loss; but if I should stop here it would be a pitiful showing of the effect of the earthquake and fire upon California libraries. The final effect of that earthquake and fire will come in the rebuilding of those libraries. San Francisco will be rebuilt more grandly, more beautifully, more wisely than ever before. Nobody in San Francisco doubts that. I have been asked the question in the East, but never have I heard it raised on the West coast of this country. Let me tell you about some of the plans. The San Francisco Public Library had already bought a site for its new building, paying \$670,000 for it. It had \$1,000,000 bonds voted, which bonds had not yet been sold and now can be sold and made available for a new building. Mr. Andrew Carnegie gave a fund of \$750,000 to San Francisco for library buildings, with the stipulation that one-half of it should be used for branch libraries. That sum, I believe, will be still available and will be used to make the San Francisco Public Library more beautiful in its housing and better than it ever was before, and the insurance money, some \$60,000 on the library, will be used immediately to buy books. The branch library buildings that are left have already been reopened and the new city will find the new library keeping pace with it. The Mechan-

ics'-Mercantile Library sustained a loss of 200,000 books, and yet I am told that they have \$150,000 in sight to buy books to take the place of the ones destroyed. Now, \$150,000 to buy new books exactly fitted to the needs of the city as it now stands, will make a better library than any it has lost.

And all the libraries are going to rebuild. They accept the lesson of the fire—not that San Francisco shall not rebuild, but that she shall build better than ever before. Every large building that was destroyed is to be rebuilt and to be built better, with construction that will stand fire, that will stand such earthquake shocks as may come, that will make a city that shall never again be visited by such a calamity. There will be a new San Francisco in twenty-five years, in ten years—yes, I will say in five years. She will summon the American Library Association back to see a new, a better, a stronger San Francisco, with better, stronger libraries, more fitted to their needs, and prouder of itself than ever before.

THE PRESIDENT: This report of library losses only brings into closer view the serious effect of fire and earthquake in California, and I would like to say that those libraries will be glad to receive any books that are of value to any circulating or reference library. Some libraries have already made up packages of books and sent them, and, answering for one, I can say that the Californians, the San Franciscans particularly, are very grateful for gifts of that kind.

DREW B. HALL gave a summary of the

REPORT OF COMMITTEE ON GIFTS AND REQUESTS

(See p. 159.)

Received and accepted.

W. C. LANE read the

REPORT OF A. L. A. PUBLISHING BOARD

(See p. 154.)

Received and accepted.

Adjourned.

FOURTH SESSION

(BALL ROOM, MATHEWSON HOUSE, WEDNESDAY, JULY 4)

President HILL called the meeting to order at three o'clock.

Miss JOSEPHINE RATHBONE read the

REPORT OF THE COMMITTEE ON PROSE FICTION

The committee on prose fiction believed that the most important service it could render would be to ascertain if there exists any need for a subject-index to fiction which is not met by the indexes now in the field, and, if so, what form of index would best meet that need. They therefore published in the *Library Journal* and in the *Public Libraries* of January a request that all who felt that they could do their work better if they had some other fiction subject-index than those now available would write to the chairman stating their experience and their need.

Opinions were asked especially on the following points:

1. Would you prefer a list containing novels having subject value entered under the specific subject? For example, "Alton Locke," under Chartism ("Chaplet of pearls, under Massacre of St. Bartholomew; "Trilby," under Hypnotism;" "Phra the Phœnician," under Transmigration of souls), with references from the broader inclusive class-headings after the general plan adopted by Mrs. Dixon in her Index? or,

2. Would a list arranged under broad general heads, as Sociological novels, Psychological, Scientific novels, with the heading Historical fiction subdivided by country, with notes to bring out the specific subject covered by the book, better meet the need?

3. Would an author index suffice for these subject lists, or would an arrangement of authors and subjects in one alphabet be preferable?

4. Do you desire a select list of say 2000 or 3000 titles, or would one more broadly inclusive be preferred?

The committee's effort was rewarded by a result of 10 letters. Of these ten, eight desired a subject index of fiction; five of these were in favor of the first plan, an index with specific headings; three preferred a grouping under broad general classes. Four of our correspondents wanted an author index; two

an alphabetical arrangement of authors and subjects; one did not care for an author arrangement at all, and one inferentially did not care for it, as it was not mentioned. Five persons preferred a select list; two, one more broadly inclusive, one expressed no opinion on the matter. One of our correspondents writes: "I think a really well made subject-index of fiction would be of much practical value, but I have lost all faith in co-operative work unless it is in the hands of a clear-headed and strong-minded editor who would need to give a great deal of time to the work. I wish such a person might be found and that a good plan could be adopted, otherwise I do not think the effort worth while."

Another correspondent, not the librarian of a public library be it said in passing, protested against the whole undertaking in the following forceful words: "For goodness sake do your best to stop this nonsense of subject-indexing fiction. The novel should be read for diversion, not for information. To encourage the idle person whose reading is confined to fiction in the belief that information is being acquired, is a contribution to the pinchbeck culture of the day, of which, heaven knows, we are having a constantly increasing supply."

The committee is forced to the conclusion that there does not now exist any such demand for a subject-index to fiction as would warrant it in recommending that the American Library Association should include this among its activities for the present. It would seem, however, from the standing of the librarians who expressed a wish for such an index, that some of the progressive libraries are beginning to desire such an aid in their work, and that the time is undoubtedly coming when the demand shall have to be met by something more adequate than any of the indexes now in the field.

JOSEPHINE ADAMS RATHBONE.
BEATRICE WINSER.

Accepted and approved.

The secretary read a telegram of greeting and good wishes sent to Mr. Crunden on behalf of the Association, and a letter received from Mr. and Mrs. Crunden.

Under the direction of Mr. Albert T. Briggs the audience joined in singing two verses of "America."

The PRESIDENT: Naturally we turn to the state for an example of patriotism and we feel complimented to-day in having with us its highest officer. We feel complimented because the state took the precaution to send its lieutenant-governor ahead to see what sort of a body we were and whether it was safe for the governor to come. The report which the lieutenant-governor took back must have been satisfactory, because of all the invitations which the governor has received for to-day he felt that he could with safety and propriety accept the one which came from the American Library Association. I have pleasure in introducing to you the Governor of the state of Rhode Island, Honorable George H. Utter. (*Applause.*)

ADDRESS OF GOVERNOR UTTER

Gov. UTTER: Ladies and gentlemen, it is very true that the lieutenant-governor brought back flattering reports from this gathering. He told me that they had very large bunches of grapes down here, grapes so big that possibly two men could not carry them, but certainly one man and one woman could. (*Laughter.*)

I am particularly pleased to see you here; I am particularly pleased also to see so many people at one time in the state of Rhode Island and to have you all go home and tell your neighbors that the state was not crowded. There seems to be a feeling throughout the country that if we get two or three people in the state of Rhode Island we are crowded. Now we are not, are we? We shall expect each one of you hereafter to be an apostle of truth so far as it relates to the size of the state of Rhode Island. I am not inclined to ask whether you are all librarians. I hope that some of you are, and I am going to take it for granted that whatever you are you are here in the interest of libraries, and also, therefore, in the interest of truth, because no library can be complained of if it is based upon truth. We are very glad indeed to see you in the state of Rhode Island. It is a small bit of land in acres, but it is one of the largest bits of

territory in history and in principle. Massachusetts tried to steal it from us; Connecticut tried to steal it from us when they argued as to whether this stream of water that lies here at my left was the division line in the old charter. We have fought for this land and it is all historic ground. Of course you know that the birth of religious freedom was here. We like to pride ourselves upon it, although we do have to reflect that while we stood for religious freedom with Roger Williams, it took us almost a hundred years before we granted religious freedom to everybody who did not believe in the same way we did. There is another fact that even some librarians may not know. And that is that the first real Declaration of Independence was passed by the general assembly of the state of Rhode Island on the 4th of May, 1776, two months before that wonderful document was written in Philadelphia and was enacted. So you see that two great principles on which our whole government stands were born here within our own state. It has given of its men, it has given of its life in order that the country might live. It was among the first that struck a blow for original freedom. Its people were represented from Quebec to the Carolinas; they fought from Brooklyn to Stony Point; they were wherever trouble was, wherever there was a call for American patriotism; and during the late Civil War it was the second state in all the Union to send men to the front in proportion to its population. And to-day it is reaping the benefit of all that.

From the very first the state of Rhode Island has given largely to its educational work, and that is what you are engaged in. The man who looks at a library otherwise than as a part of a supplemental education has got a false notion of what a library is. Did you ever see an educated man, outside of the high school graduates, who ever thought he was educated? The man who recognizes the fact that his education is never complete, that is the man who is dependent on the work of libraries. A man goes through public school, college, university, then he enters into life. He finds one thing continually meeting him—he wants more information, he needs continued education. The library

does this supplemental work. In our own state money that is given by the state for public libraries is expended through the state board of education. There is about \$8000 every year expended on the libraries of the state. To receive this aid a library must be a free library, and it must also select its books from books which are approved by the state board of education, and only one-third of the money spent can be spent for fiction. Then we have also our state library. The state is therefore spending something like \$13,000 per year on its libraries, and it is spending it as supplemental education to the public schools.

Personally I don't know anything about libraries. As governor of the state I ought to know everything and I ought to give advice to librarians. That is one of the privileges of a governor. But there are two things I want to say to you in regard to libraries. I hope the librarians here will recognize two things regarding their work. Their work is their own opportunity. A man in a busy life wants help, he must know where to find the information, and he goes to a librarian for it. The work of a librarian, therefore, is not simply the knowing where information is to be found, but the ability to discriminate regarding the information which he passes out to a man or woman. It is not enough simply to know that a given fact is in this book, that a book is on that shelf, that certain books are in this section. It is necessary for a person who has ability as a librarian to know whether the fact in this book or the book on that shelf is what this man is seeking for; and the librarian who does that becomes a wonderful help to the man who is engaged in active life. This is a great responsibility. There is another opportunity for librarians. A librarian has a great deal to do with the selection of books; he owes it to a library to see that it is properly balanced. It is not enough that it should be a popular collection of books; it must also be balanced by books of reference.

And I want to ask if you are willing to give of your life to library work to help the young folks? One of my dearest friends was a man who yielded up his life almost twenty years ago; he was a clergyman; he

was interested in the community in which he lived; and among other things he persuaded a man to give liberally of his funds to establish in that community a library; it was in a small community noted simply because it was the center of a large lumber district. After this friend had been dead two years it was my privilege one day to stand in that library by the side of the librarian, and there came in at the door a small boy, barefooted and bareheaded, because he carried a soft straw hat in his hand, clad in an undershirt and a pair of overalls, and under his arm was a book. He walked up to the librarian, left his book, handed in a card, received another and went out. I turned to the librarian and asked, "Is that boy the exception?" And she said, "Oh, no, he is the rule." And I said to myself, "If this friend of mine has been called of God sooner than seemed for us the time for him to go, surely a man that has made opportunity for boys like that has not lived in vain." Now it is given to some of you librarians perhaps to direct these young people who are seeking to know more, who are looking for opportunities that are new for them. How are you going to direct them? What are you going to offer to them? Are you going to offer them the popular novel of the day, or are you going, little by little and step by step, to open to them the wonderful treasures that have come down to us in the printed book on the back of which is "Thackeray" or "Dickens" or "Longfellow" or "Lowell"? The boy of ten or twelve years old, mark my word, is just as susceptible to the wonderful story of Tiny Tim, or the story of the old Colonel Newcome, or the wisdom of the "Biglow papers," and to the beauty of the verse that flowed from our great American poet Longfellow, as he is to this cheap trash. It is for you people to shape that boy, to direct his mind. The state of Rhode Island is striving to instil into the minds of its boys the knowledge that equal opportunity comes to every American boy, that equal results can come to no American boy save as that boy makes equal use of opportunity. And as you go back to your homes, as you undertake to open the stores of the wonderful storehouses that are in your charge, may I ask of you simply

this: will you try to open for these young fellows the thought that American liberty, American ideals, American future, American possibility are only bounded by the use which the boy makes of opportunity. Opportunity is what our country lives for, and it is for the people with work like yours — whether it is being done in the library or the public schools, in the home or in the private life — to make the future of our country by inspiring in the minds of these young people the high ideals that make for purity, for manliness, for godliness. (*Applause.*)

The PRESIDENT: Governor Utter, your words only add to the obligations which we owe to those who have received us in Rhode Island so warmly, and we cannot let you go without expressing publicly our appreciation.

The program for to-day has more of a literary than technical flavor. We thought that we would like to see some of those men who had written books, as we have seen men who read books, and as we have begun with a word from the governor of the state, it is quite natural that we should be followed by the president of the state's great university, Dr. W. H. P. Faunce, the head of Brown University.

Dr. W. H. FAUNCE gave an address on

THE LIBRARY AS A FACTOR IN MODERN CIVILIZATION

(*See p. 18.*)

The PRESIDENT: The next speaker ought to be introduced to you as The Man Without a Name; but if I call him "The Virginian" I think you will recognize him. (*Applause.*)

Mr. OWEN WISTER read a paper on

SUBJECTS FIT FOR FICTION

(*See p. 20.*)

The PRESIDENT: The only disappointment that we feel, Mr. Wister, is that you did not tell us why you didn't fit the name to your hero. (*Laughter.*)

Because of the absence of Dr. Canfield I am somewhat embarrassed as to the way in which I should introduce the next speaker, Mr. Brander Matthews. Dr. Canfield and myself conspired to get an invitation to Pro-

fessor Matthews, to have him accept the invitation; he did accept it, and he came here expecting to find both conspirators, but one has gone. Dr. Canfield has fled, and now, in introducing Mr. Matthews, I can only place myself, as the remaining conspirator, at his mercy and leave him to do what he wishes with me and with you. Professor Brander Matthews. (*Applause.*)

BRANDER MATTHEWS: I am extremely glad that your president has stated that I am not a volunteer to-day. I was pressed for service. I came down to Narragansett Pier, as I have done off and on for nearly a score of years, expecting to rest, but Dr. Canfield said it was my duty to come here and speak on the Fourth of July afternoon, and I promptly accepted because I had an ulterior purpose; and then when I met your president and said that I thought this was an excellent opportunity to explain to you the advantages of simplified spelling, he said he thought you would rather have a patriotic Fourth of July speech.

As far as simplified spelling is concerned, I will say that there are some of our circulars still available here, and a full set will be sent to any library on application to The Simplified Spelling Board, No. 1 Madison Avenue, New York City. Now I close that subject.

Mr. MATTHEWS then read a paper on

THE INFLUENCE OF IMMIGRATION ON AMERICAN DEVELOPMENT*

President HILL: Professor Matthews, in behalf of the American Library Association I thank you for allowing yourself to be impressed into service. (*Applause.*)

After the audience had joined in singing "The star spangled banner" E. C. HOVEY read the

REPORT OF THE COMMITTEE ON WAYS AND MEANS

Your committee on ways and means begs leave to report as follows:

Its duties divided into two separate features, each having to do with an increase in the income of the American Library Associa-

*This paper could not be supplied for publication.

tion. The first has reference to an increase in membership. Your committee reports that it has issued a circular, addressed to libraries, their trustees, librarians and assistants, setting forth the past work of the Association and calling attention to other fields of usefulness awaiting development, asking finally for a more general support from those engaged in library administration. When your committee assumed its duties in September, 1905, there were on the membership roster exactly 1500 names. Of these, however, 426 were delinquent, not having paid their dues. To-day the Association counts 1677 fully paid members. These figures represent an increase in membership of 603 and in income of approximately \$1300. Personal effort, through visits or correspondence on the part of the chairman, of your committee, with the earnest co-operation of the publicity committee, has brought about this result. Your committee is firmly convinced that continued effort on the part of the American Library Association, through its officers and individual members, would result in a startling increase in membership. We take this occasion to urge all libraries, whose funds will permit of such disbursement, to be annual subscribing members of the Association, firmly convinced that such expenditure is no more than a just return for the benefit received. Not less than 500 libraries in the United States should be enrolled among us. Circulars but open the way to personal appeal. Each librarian should consider it to be her duty, not to the Association, but to her library, to see to it that the Association received its support through the annual payment of \$5. It is not conceivable that the trustees of any considerable number of libraries will decline such assistance, if only the librarians will place the matter properly before them. We have to-day 70 library memberships. We can easily have 250 one year from to-day if we but half try. As to individual memberships, a like gratifying result can be reached. Such membership to-day is 1828. The members of the American Library Association should see to it that the Handbook for 1907 shows a total enrolment of not less than 3000 members.

The other duty assigned to your committee

was the raising of a fund which should warrant your executive board in establishing permanent headquarters, where much valuable work, heretofore impossible of accomplishment, might be carried on. Your committee reports that it has received, either in cash or pledges, the following sums from the following sources:

Montreal.....	\$1000
Boston.....	3000
New York.....	200
Brooklyn.....	450
Chicago.....	100
Philadelphia.....	900
Pittsburg.....	250
St. Louis.....	50

Amounting to.....\$5950

From this total there should be deducted the sum of \$600 properly chargeable against this fund, leaving the net sum of \$5350 available for the purpose indicated.

Your committee is of the distinct opinion that the American Library Association should begin to help itself now that the public has so generously subscribed to the fund.

There is no reason why the American Library Association should not be self-supporting or largely so. It is much easier to raise money for those who have shown a willingness and earnest desire to help themselves. Several plans looking toward this end will be submitted for your consideration during the conference, and it is hoped that the members will give serious attention thereto and bring to their fulfilment the same earnestness and energy of action which they develop in their professional work.

In closing this work, the committee desires to place on record its sincere thanks for the hearty co-operation which has come to its members from individual members of the Association.

WAYS AND MEANS COMMITTEE,
BY E. C. HOVEY, *Chairman*.

E. C. HOVEY: Before I take my seat I would like to say a few words, speaking personally. I have made out a statement showing all that needs to be done for us to have 3000 members one year from now. Of course the burden will be heavier on states like New York and Massachusetts than it will on

some of the other states whose membership in the American Library Association is still small. Massachusetts needs to add to the membership of the Association 150 members, and she will do it. New York needs to add to its membership 240 members. And I desire to say here that this is the first time in the history of the Association, unless it might have been during its early days, when New York had more members in the American Library Association than Massachusetts. For instance, if the state of Iowa will contribute 20 new members, and other states in like proportion, we shall have the 3000 members which we desire. Now are we willing to do this? Are we willing to sacrifice a little time in order that we may have a membership that will count?

Let me put this before you in a few words, because they are very important. To-day we are giving you three publications for your two dollars. We have out of that two dollars 80 cents left for administrative purposes. That is due to the fact that we are giving our members the Proceedings which are paid for by a very small membership. Increase our membership to 3000 and the cost of the Proceedings, instead of being 84½ cents, as they were last year, will be reduced to 50 cents, leaving in the treasury of the American Library Association 34½ cents for each member for the general administrative expenses of the Association. So that if we get together 3000 members one year from to-day, we shall pay our expenses liberally and shall have from \$2500 to \$3000 to apply to the sustaining of headquarters. There is the situation, fellow members, in a few words, and I hope—going back as I do 16 years to the time when I attended my first Association meeting, and remembering how we then raised a sum of money which has been bearing interest ever since—I do hope that I may hear from a few people here saying that they will pledge their states, their libraries, their library members, either to money or to new members, so that we may go away from here and feel that the work that has been done this year will be increased all through the next year. I trust, Mr. President, that you

will permit the meeting to respond for a short time at least to this appeal, which is very close to the hearts of the ways and means committee.

The PRESIDENT: Before asking for response I will merely say that the report will be accepted in the usual form.

C. A. NELSON: I wish, sir, to aid the fund for the American Library Association by putting into its treasury one dollar for every year of my service since I began library work. (*Applause.*)

Miss HITCHLER: The ladies will never follow that example. (*Laughter.*)

The PRESIDENT: Then rise above it.

LOUIS N. WILSON: I would like to pledge Clark University Library, of Worcester, Mass., for membership at \$5 a year, and I want to say that when I get home I intend to call my staff together for a general discussion of this meeting and try and find out what they got out of it and what criticisms they have to offer, and I am also going to try to get each member of the staff to join the Association. I will also say, with Mr. Nelson, that I will give one dollar for every year that I have been a librarian, to this fund. (*Applause.*)

Mr. SOULE: I want to speak as a member of the Publishing Board, to suggest to the librarians present a reason why they should pay more this year than ever before. Heretofore we have been very willing to give our two dollars membership fee knowing that the return we got was the annual conference, the inspiration and fellowship that we got here. In the future we hope to have also a headquarters, to continue that work from year to year right through the year, to maintain a place to which you can report your troubles and difficulties with the assurance that they will be answered; a place where interest will be taken in all that you are doing during the year; and it seems to me that you individually can well afford to urge your fellows to join the Association and that you can put before your trustees not only the advantage but the necessity of taking library membership.

Mr. RANCK: I think the members here present would be much interested to hear a word

or two from Mr. Hovey with reference to the plans for headquarters. The report said very little about that. A knowledge on the part of members of what can be done and what is expected to be done at the headquarters is essential to the success of this work, so far as getting libraries to join is concerned. The library which I represent has joined the American Library Association, and we expect to have a full share of the libraries of Michigan and of the individual librarians from Michigan, and more too, added to the membership of this Association during the coming year. But I should be glad if Mr. Hovey would say a word about the work to be done by headquarters. From our own point of view I will say that during the past year there have been single days and single weeks when inquiries that have come to our library have required the writing of from four to ten letters. On one day as many as four letters were written about matters relating to the general work of the Association or to the work of libraries in general. Such letters should come from a general headquarters, and to that extent a permanent headquarters would be an advantage and a saving to the libraries throughout the country and at the same time would give a unity to the whole library movement.

MR. HOVEY: This is not within the purview of the committee on ways and means. There is a committee on permanent headquarters and above them is the same body from whom we get our being, namely, the executive board, who form the plans.

THE PRESIDENT: The president would say that the executive board has the matter of the work to be carried on at headquarters under consideration, and has been waiting for this good report from the ways and means committee, because without the ways and means we cannot go very far.

C. W. ANDREWS: It might be well for those members of the Association who have not followed the discussion on the question of permanent headquarters, to know that there is in print, in the Proceedings of the St. Louis Conference,* the plan of the perman-

ent headquarters committee, which outlines some eight different lines of activity which that committee, not composed of enthusiasts, but rather of men who would look at propositions calmly, thought possible with moderate means.

THE PRESIDENT: That report was made to the Council, I think, and not to the Association.

It will now be as interesting to hear the report of a committee whose relations are somewhat close to that of the committee on ways and means, a committee which has done so much this year to make the work of the Association known throughout the country. I ask for the report of the committee on publicity, Mr. John C. Dana, chairman.

MR. DANA: This report has very little—almost nothing—to say about the reasons for publicity. We do not attempt to argue the question as to whether or no it is wise for the librarians of this country to make known to the people at large the fact that there are public libraries and college and university libraries, and to make known also the purposes for which they exist. I would say, however, that the report just made by Mr. Hovey seems to fit, as your president has just said, very admirably with our report, for the work that Mr. Hovey and his committee wishes to do—that of raising money—depends, of course, almost entirely on the general public interest in library work. That public interest is born only of knowledge, and the general idea of your publicity committee is not simply to advertise libraries, but to let the people at large know what libraries are, what they are trying to do, in order that, as the result of that knowledge, they may have an interest and a corresponding sympathy in their work and a willingness to help them.

Your committee was first named last August. It was first constituted in October; but in its present form, consisting of myself as chairman, Mr. Wright and Mr. Ranck, it was not formed until March of the present year. Consequently as a committee we have had only a few months to work. During that time the report shows what we have attempted to do.

*Papers and proceedings, St. Louis Conference, 1904, p. 249-250.

Mr. DANA read the

REPORT OF THE COMMITTEE ON PUBLICITY

The committee have written to librarians, editors and others several hundred personal letters.

They have helped to plan and put through the press nine reprints of Portland Conference papers.

They have distributed to journals 1600 of these reprints, most of them accompanied by typewritten notes.

They have sent out 900 copies of different library news letters to several hundred different journals and papers. They have compiled a list of the newspapers and literary and educational journals, 100 in number, which they thought most ready to print library news. This list they have sent to 232 libraries and asked those libraries to send to the papers on the list copies of their last annual reports. From these librarians they received a total of 79 replies, of which 56 were favorable and 22 unfavorable. This means that about 4000 library reports have, on the suggestion of this committee, gone to newspapers and journals.

They have prepared a list of reprints of the Portland Conference and distributed to libraries, newspapers and individuals 1400 copies of the same.

They have sent to 66 librarians a request that they establish a column or department of general library news in some of the leading papers in their respective cities and states. To this they received a few favorable replies.

They have sent a second letter to the same persons requesting information about all the library news columns already established. The replies to this and other queries show that about 16 newspapers and journals now print with considerable regularity items of library news. Their names are as follows:

New York State
Albany Argus
New York Evening Post

New England
Boston Evening Transcript
Providence Journal
Lewiston (Me.) Journal
Springfield Republican

Missouri
St. Joseph News-Press
St. Joseph Star
Sedalia Democrat

Kansas
Topeka Daily Capital

New Jersey
Newark Evening News

Iowa
Des Moines Mail and Times

Michigan
Grand Rapids Herald
Grand Rapids Evening Press
Grand Rapids Daily News
Traverse City Eagle

They have compiled a revised list, in three parts, of newspapers and journals to which they think it best to send reports and news items. These three parts cover respectively the East, the middle West, and the far West and South. A copy of this list is appended hereto and made a part of this report.

They have sent to 34 of the persons who take part in this Conference asking for copies of their papers or reports or abstracts thereof, or outlines of meetings they are to conduct, for use in reporting the meeting itself. In answer to this, 25 people, prior to the meeting, sent in papers, reports or abstracts.

They sent to 300 librarians a circular letter about the Portland reprints, saying that they had been published and that very few copies had been purchased.

They sent to 300 librarians and assistants a request that each send to his or her local paper at least one letter or report about the Conference from the Conference itself.

To this they received (June 28) 50 replies, of which 47 are favorable.

They arranged with Dr. G. E. Wire to report the Conference for the Associated Press, finding the Associated Press most courteous and ready to aid the Association in every way in its power. They sent to all who take part in this Conference—over a hundred—a second letter June 28, asking them to hand copies of their papers or reports or abstracts thereof at once to Dr. G. E. Wire.

They sent to the Associated Press, June 26, notes on this meeting and a number of papers and abstracts and reports.

They sent on June 27 a note of reminder

to the 47 people who promised to send letters from the Conference to their home papers.

The committee recommend:

1. That the work it has been doing be continued at the central office or headquarters of the Association.

2. That this work cover the following, among other, things:

a. Acquire, advertise and distribute, in part free, not less than 24 reprints of papers read at this meeting. These reprints to be without covers, and each to be accompanied by a sheet of information about the other reprints, the Association in general and especially its publications.

b. Advertise widely the Association's publications of every kind.

c. Establish centers throughout the country, usually by an agreement with an individual librarian, for the distribution of library news. Urge library commissions to become such centers; and if they publish bulletins to have full news departments and ask librarians to contribute thereto.

d. Gather and distribute, first to certain journals, next to the centers mentioned, library news.

e. Establish general and local library news columns and departments in newspapers and magazines. In doing this make it plain that library news in a given city or town need not be confined to news of the local library. This point the committee has found it difficult to make clear, even to those willing to try to establish library departments in local papers. Subscribe for 10 copies of *Library Journal* and *Public Libraries* and mail direct to editorial writers on important papers.

f. Publish at an early date a library newsletter, after the usual style of such publications, and send same to selected papers in each state marked released for publication on specified dates.

g. Prepare news notes for the publishers of ready-printed parts of country papers.

h. Secure articles by special request from individuals, topics to be chosen by the central office or the writers, and offer same at appropriate times to the journals for which they seem especially adapted.

i. Urge the Publishing Board so to change the name of the *A. L. A. Booklist* that it will indicate plainly its purpose.

j. Urge the Publishing Board to change the form of the *Booklist* by doubling the size of its page, and to include in it all official news of the Association.

k. Keep a complete record of all library news columns which appear with fair regularity throughout the country.

3. That those who prepare material for the press avoid library technique for the most part and place stress on books, journals and writers.

4. That librarians remember that in many towns more could be made in the local press of the resources of periodical literature. Many reading rooms are looked after by people who know little of the riches that pass through their hands. More references could be made to the wealth of technical and scientific information which comes to us in this way.

5. That we remember that a few of the great libraries of the country are of national importance and in any town can be occasionally be written up in the local press — for example, the Congressional, the New York, the Boston, the Harvard, and in the West the Crerar and the Wisconsin Historical.

6. That more general library news be printed, if possible, in the bulletins of library commissions.

7. That the *A. L. A. Booklist* print occasionally lists of topics suitable for discussion in the public press like

The Publishing Board, its activities.

Education for librarianship to-day.

The "A. L. A. catalog": distribution to date, future plans.

The *A. L. A. Booklist*.

The State Library Commissions and the League thereof.

The state libraries and their association.

The price-of-books question.

The quality of bookmaking.

Bookbinding.

The Library of Congress.

Work with schools.

The public school teachers' working knowledge of books.

The library assistants' working knowledge of books.

The catalog and printed catalog cards.

The old-fashioned librarian and the new.

The growth of medical libraries.

Libraries and museums.

The college student's working knowledge of books.

The volume of proceedings of the A. L. A.

8. That every library which prints an annual

report be urged to send copies thereof to newspapers and journals, to as many and of such a character as the size, importance and location of each library make advisable.

9. That all library associations be urged to devote some of their energies and a part of their income to making known in their respective states or cities the existence, work and purpose of libraries.

9a.

That the library schools add to their courses one on how to prepare material relating to the library for the press.

10. That those who are sensitive about publicity and have a little instinctive aversion to it, remind themselves that shyness is as often the child of a conceit that does not dare as of a conceit that is unduly proud; and also that taxes are paid by people who wish to know how they are spent and like to know what librarians are doing with their share of the public funds; and also that the librarian is as much in duty bound to make known to his public the value and utility of the library he is building as is the author to publish the book he is inspired to write.

10a.

That publicity for the library and library affairs in general may be so managed as to have little reference to the local librarian himself.

J. C. DANA,
S. H. RANCK,
PURD B. WRIGHT.

Report accepted and its recommendations adopted.

The PRESIDENT: The chair would state that the committee on permanent headquarters has no additional report to make. Dr. Putnam, the chairman, is not here; but I would ask a member of the committee, Mr. Andrews, to say a word for that committee.

COMMITTEE ON PERMANENT HEADQUARTERS

Mr. ANDREWS: The committee on permanent headquarters considers its function as advisory on the general policy of the headquarters, on the projects to be carried out and not on the details in which they are to be

carried out. Therefore, its chief report is the one to which I have already alluded, which is in print. The committee has seen in the years since then only added reasons for its conclusions there stated as to the necessity of many of these activities, and I think that its members are most heartily in favor of the establishment of headquarters as soon as the executive board feel that it will be safe financially to do so. The distribution of power between the three committees, of ways and means, of permanent headquarters, and of the executive board of the Association, may not be plain to the Association at large, but it is very plain to the members of the committees, and, therefore, unless a man happens to be a member of all, as I do, he is careful not to trench on the field of his colleagues. I can speak, therefore, perhaps, a little more freely than the chairman. We have made no formal report because we have nothing new to propose. Anybody who has any suggestion for the work of the Association headquarters should send the suggestion to Dr. Putnam, the chairman, who will secure the opinion of his committee on its desirability and will ask the executive board to carry it out if they can.

ADVANCE PRINTING OF CONFERENCE PAPERS

Mr. DANA: I would like to make a motion of considerable importance, and perhaps you may feel that there are not enough of us here to pass upon it without more consideration than we can give it now. But the publicity committee has found in the course of its work, and especially since we came here, that we have been very much hampered in what we would like to do by the fact that we could not get, in sufficient time, advance copies of papers that are to be presented here. If we could have had in type two weeks ago all the papers that have been read here they could and would have been sent over the country, partly by ourselves and partly by the Associated Press, and printed in a large number of newspapers; not all of them, of course, in full, some of them not at all, but not a few of them would have received respectful consideration by papers in the larger cities in the West. Now I want to suggest

that hereafter papers be received and passed upon by the executive board at least two weeks before the date of the meeting; that they then, in accordance with the wishes of the executive board or the headquarters people, be put into type and distributed through the country, as may seem fit. I will therefore make the motion that hereafter papers that are to be presented at meetings of this Association shall be placed in the hands of the executive board at least two weeks before the date of the meeting.

Mr. LOUIS N. WILSON: I second the motion.

Miss AHERN: I am very glad indeed to hear Mr. Dana make that motion. There has always been considerable trouble in finding out before meetings what was to be and what was not to be on the program. I know, from my connection with the National Educational Association, that no paper may be read before that association that is not only not in the hands of the secretary's department, but is not also accompanied by an abstract for the use of the Associated Press. There seems to be no good reason why this precedent should not be followed by the American Library Association, and I should like to ask if it be possible to have this matter referred to the Council with the request or with the intention of having a by-law added to the constitution to the effect that no paper be read before the Association whose author is not present and does not read the paper. That is also one of the rules of the National Educational Association.

Mr. ANDREWS: I wish I could think that Mr. Dana's motion was something more than a pious wish. I have had some experience as secretary of a society in trying to get papers before they were read, for the proceedings. I think that we ought to have some such lever as he proposes, but in its exact wording I am afraid it is rather peremptory and demands decidedly too long a time. I do not see why he mentions two weeks. If papers are in the hands of the secretary at the beginning of the conference it would seem to me a reasonable provision. The two weeks before a conference meets might change many a man's ideas on a subject, and I think several speakers might re-

fuse an invitation to address us if they had to present their address in writing two weeks before the convention met.

Mr. DANA: To have the papers here only at the time of the conference would not produce the effect we desire. We need these papers in order that news may be sent about the country as the executive board sees fit. It does not necessarily follow that every paper that is presented will be sent out by the executive board, nor will it be necessary for the executive board to send out any paper whose author does not wish to have it sent out; and I do not think there would be any difficulty about allowing an author, after he has turned in his paper, to make any changes that the rapid march of events during the last two weeks before the Association meeting seems to him to demand.

Mr. HENRY J. CARR: I am heartily in accord with the point Mr. Dana desires to obtain. It does seem to me, knowing the spirit of our constitution, our method of working, that that is a matter that should be relegated to the Council for decisive action in the shape of a by-law; that our vote should be in the nature of a recommendation to the Council and not an action to bind the Association.

The PRESIDENT: The chair would like to state from experience that we ought to creep before we walk; that this year we have a program on a little different plan, and we have attempted to get abstracts from all the writers. We did not succeed except in part, and it was with some difficulty that we got these in time for inclusion in the program. The start has been made and it will be easier another year to carry on the work. I would ask whether the same end would not be reached if, instead of making this compulsory, the matter be referred to the Council as the expressed wish of the Association, and that the Council take it up as Mr. Carr has suggested?

Mr. DANA: If it is true that when we say we want a thing done it is just the same as saying that we would like to have the Council think of it, then we might just as well say we would like to have the Council think of it, and I think Mr. Carr is right about it. We cannot say in this meeting that we want

to have anything done. We direct the Council to do something and the Council take it, no matter how we may direct them, as a recommendation. That is the way we have arranged the thing and it seems to work in most cases very well. I will, in accordance with Mr. Carr's suggestion, change my motion to this: "That the Association recommends that the Council secure the passage of a by-law, which shall say that papers to be presented at this Association must be in the hands of the executive board at least two weeks before the date of the meeting."

Now I do not go on to make exceptions of persons whom we ask to deliver informal addresses like those we heard this afternoon. I take it that the executive board and the Council are people of ordinary good sense, and it is not necessary to lumber up the by-law or my motion with any exceptions of that sort. As the matter now stands, it is a recommendation of this meeting to the Council to see that a by-law is passed providing that papers shall be in the hands of the executive board at least two weeks before the date of the meeting at which they are to be presented.

Motion accepted by seconder as amended and carried.

HENRY J. CARR read the

REPORT OF COMMITTEE ON AMERICAN LIBRARY
ASSOCIATION EXHIBIT AT JAMESTOWN EX-
POSITION

This special committee, at the outset of its term, had some correspondence with certain heads of departments engaged in organizing the exposition, in an advisory way relative to sizes and form of printed matter intended for distribution to visitors there. Judging by the instances of that nature which have thus far been sent out for publicity purposes, however, it cannot be said that the recommendations of the committee had much effect.

The committee, when together at Atlantic City in March last, discussed the various phases and possibilities of an exhibit in behalf of library interests. There has also been considerable correspondence between the chairman and the members, and with some other persons, by way of gathering suggestions.

Mr. William Henry Sargeant, librarian of the Norfolk (Va.) Public Library, urged that a collection and exhibit of "Virginiana" be made, including both early books about Virginia, books by Virginians, and books published in Virginia. Mr. John P. Kennedy, librarian of the State Library of Virginia, expresses great willingness to aid in the preparation and making of such an exhibit; and the committee is unanimous in the opinion that any exhibit of that kind (that is to say, books, prints, etc., which though kept in libraries are historical more than bibliographical), had better be committed entirely to the state library.

The agreed recommendations of this committee touching any exhibit to be made by the American Library Association (if such may be decided upon, and funds provided for meeting the expense thereof), are as follows:

1. *Books.* In one corner a small number of books of different kinds—say 50 altogether. No children's books here, but technical books to be included. All books to have a simple book-plate, and be pocketed for Browne charging system; also labelled on outside. Classification by D. C. and E. C. (half and half), with Cutter numbers from two-figure table. Fiction without call numbers, and biography with plain Cutter numbers. Shelves to be labelled.

2. *Desk.* By this corner a simple desk, with charging tray for Browne system, and the ordinary equipments of clips, etc. If this room is to be unguarded, whole desk could be covered with showcase top.

3. *Children's corner.* Second corner with low case for children's books, with careful selection; arrangements like that of books for adults. Low table and small chairs near, with picture books. Bulletin for children, on wall near by.

4. *Wall space.* Work with schools. Lists of school room libraries, and clipped accounts of work.

5. *Wall space.* "Making the library known." Selected "Information for borrowers," from several libraries. Selected copies of library bulletins. Selected copies of library lists, mimeographed and written, showing different ways of telling people of books. Picture bulletin with reading list. Social library notices, invitations, and signs meant to help readers. Newspaper clippings, showing notes of library.

6. *Wall space.* "Some American libraries." Selection of photographs of interiors and exteriors.

7. *Table*, with selection of good library reports, samples of *Library Journal*, *Public Libraries*, A. L. A. publications, the "A. L. A. catalog," and other library "helps." If these must be guarded, lock in a showcase, from which they can be had for examination on application.

8. *Standing newspaper rack*.

9. *Periodical rack*.

The whole space should be made to look as informal and inviting as possible. In gathering material, other things will doubtless come up. The intention of this plan is to suggest the public library as an *active* educational agency, rather than merely a depository of books and a user of mechanical devices.

There should also be included, as a further feature, some characteristic cases of travelling libraries from those put forth by the Seaboard Air Line Railroad under the direction of Mrs. Heard, and from the State Library of Virginia, both of which are understood to be typical of such work and instructive in kind. Graphic charts that would catch the attention of casual visitors, and small pamphlets on prominent library topics that those interested can carry home, might be added to good purpose.

It is possible that the necessary furniture may be loaned as a business matter by manufacturers of such specialties; and perhaps the desired books themselves contributed by publishers and others. If so, the chief item of any other cost would be that of installation through the personal visit of some one; and more or less oversight, or attendance, during the period of the exposition.

It is not yet known how much space can be had for placing a library exhibit as recommended above; nor whether the exposition authorities, or others, would make appropriations towards the expense.

It is further recommended that the executive board again appoint a special committee on the proposed library exhibit; one or more of whom should be situated as near the exposition as possible. The members of the committee now reporting are so distant and scattered that it is hardly practicable for them to do this work. The committee recommend also the adoption of a resolution in favor of the suggested collection and ex-

hibition of "Virginiana" by the State Library of Virginia.

HENRY J. CARR,
ISABEL ELY LORD.

The resolution recommended is as follows:

Resolved, That the Council of the A. L. A. cordially commends the proposed collection and exhibition, by the State Library of Virginia, at the Jamestown Exposition of 1907, of 'Virginiana' to include both early books and printed matter about Virginia, books by Virginians, and books published in that state."

Accepted.

W. R. EASTMAN read the

REPORT OF COMMITTEE ON LIBRARY ADMINISTRATION

(See p. 146.)

Mr. Andrews, first vice-president, took the chair.

Voted, That the report be accepted and referred to the Council with recommendation for adoption.

Adjourned.

FIFTH SESSION

(BALL ROOM, MATHEWSON HOUSE, THURSDAY AFTERNOON, JULY 5)

The meeting was called to order by President HILL at 3 o'clock.

ADELAIDE R. HASSE read the

REPORT OF COMMITTEE ON PUBLIC DOCUMENTS

(See p. 140.)

Accepted and recommendations referred to executive board.

Miss HASSE: It has occurred to me since writing this report, in talking to some of the librarians here, that instead of a committee reporting regularly on public documents, it might be advisable to provide on our programs, among the various sections, a permanent place for the discussion of public documents, an opportunity which is not given after the reading of a general report at a general session. If such provision were made, questions could be brought up by the

people most concerned, difficulties that are met in daily work, for there is really no provision on a general program for such discussion. (*Applause.*)

W. L. POST: I suppose, as acting Superintendent of Public Documents, I take a more vital interest in this question than probably any one else in the room. There should be at least 487 librarians in this country, who also take a lively interest in public documents, as that number receive gratuitously from the United States Government a very valuable collection of state papers. I want to emphasize one point, which I was requested to emphasize to you by the congressional joint committee on printing, in a conversation a few days ago with the secretary of the joint committee, of which Senator Platt is the chairman. The question of distributing public documents came up and the matter of redistribution of government publications was referred to. I was forced to admit that the librarians of the country, not only designated depositories but other libraries, were abusing the privilege of receiving government publications. For instance, government depositories are to receive everything printed for the executive departments for distribution, and it is the endeavor of the Public Printer and of the Superintendent of Documents to furnish these libraries with everything printed that comes under this head; but the libraries do not wish to retain everything that is sent them under this head. Yet when we send out circulars asking if they will allow us to discriminate for them, or if they will send us lists so that we may know what they want, they refuse absolutely to do this, thinking, no doubt, that the franking privilege costs Uncle Sam absolutely nothing. I should like to say that it costs us 5 cents a pound to send or take back public documents. So when you request us to send you everything, and then you look it over and request the Superintendent of Documents to send you franks and sacks for the return of what you don't want, you are causing great expense to the government. If you will furnish the Superintendent of Documents with lists of those publications you find most desirable (omitting the sheep set, which we will not allow you to break), we

will be glad to see that you do not get superfluous matter. But if you continue to demand everything I am afraid that the committee on printing, in this age of reform, will cut down your privileges and that you won't get as much as you are getting now. I only give this as a warning.

One word more, and that is this: I heartily approve Miss Hasse's suggestion that there be made possible some discussion of public documents during these conferences. I hope the matter will receive attention.

The PRESIDENT: The subject chosen for the present session is one of the greatest importance to librarians throughout the country—library architecture. The program committee has secured speakers who represent different phases of the subject. The consulting architect is to be heard, the librarian is to be heard, the architect as an individual and as a member of an architectural commission presents his views, and we are to hear from one of our old members who has given the subject more thought and attention probably than any other member. We will now take up this subject.

RAYMOND F. ALMIRALL read a paper on

DESIGN AND CONSTRUCTION OF BRANCH LIBRARY BUILDINGS

(*See p. 46.*)

CHARLES C. SOULE read a paper on

THE NEED OF AN AMERICAN LIBRARY ASSOCIATION COLLECTION OF LIBRARY PLANS

(*See p. 45.*)

BERNARD R. GREEN read a paper on

LIBRARY BUILDINGS AND BOOK STACKS

(*See p. 52.*)

W. H. BRETT read a paper on

LIBRARY ARCHITECTURE FROM THE LIBRARIAN'S POINT OF VIEW

(*See p. 49.*)

Prof. A. D. F. HAMLIN read a paper on

THE VIEWS OF A CONSULTING ARCHITECT

(*See p. 57.*)

Mr. WILLIAM ABBATT: There may have been a use actually made of the prism form of light in library practice, but I have never seen it. In commercial matters it is very widely used, and it seems to me it would solve many of the problems of light for library use, and meet to some extent the criticisms or suggestions of Mr. Green. It solves the question of shade also, because the light coming through the prism light, as it is called, is mellowed and the glare of the sun is taken away.

Mr. DUDLEY: Mr. Soule has been so long known as the author of the Ten Commandments of library architecture that nobody was surprised at the valuable paper which he read here to-day. The American Library Association, as some of you may have been told, was formed thirty years ago. It has had committees working on nearly every subject of activity in the line of library economy except architecture. The papers read this morning are worth more than all that has been said on that subject at other conferences. I believe that we should take up the matter of library architecture in a thorough and systematic manner through a committee, following the suggestions made by Mr. Soule, and I therefore move that the executive board be requested to appoint a committee of five on architecture.

Voted.

Dr. E. C. RICHARDSON read the

REPORT OF COMMITTEE ON INTERNATIONAL RELATIONS

This committee is the lineal successor of last year's committee on international federation and was appointed at the suggestion of the chairman of that committee, Dr. Putnam. It consists of Cyrus Adler, J. S. Billings, W. C. Lane, Herbert Putnam and E. C. Richardson, chairman. The committee last year reported that the overtures as to the practicability of some formal international co-operation or federation had resulted in pleasant communications, but not in any practicable scheme for formal union, and that no definite suggestions for international co-operation had been made save as to matters of a possible co-operation in the indexing of

periodicals, and uniformity of treatment in regard to cataloging rules.

As a matter of fact, enterprises in both of these suggested lines were then and are still going on, and I have the honor to report for the committee this year progress both as to international cataloging rules and on the "International catalogue of scientific literature."

International Catalog Rules

A special report will be made on this subject by the A. L. A. committee to the Publishing Board. It will be enough to say here that the English rules and the advance American rules have been worked over together carefully by each committee, and have been brought into accord at a great number of points, so that there remain less than a half dozen points of positive disagreement at the present time. It is hoped that an edition of rules will be printed in the near future and that this will contain not more than four cases which differ so far that both rules need be printed.

Great skepticism was expressed by the officials of the Gesamtkatalog last year over the possibility of any understanding between Germans, English, and Americans in this matter of rules, but discussion with the very representatives who expressed this skepticism last year has brought out the fact that a certain amount of approaching in this regard is not inconceivable, even with continental libraries.

International Catalogue of Scientific Literature

The matter of the International Catalogue of Scientific Literature, although in no sense an A. L. A. enterprise, has always been steadily kept in sight by this Association, and particularly through Dr. Adler, who is connected with the enterprise, and who is a member of this committee. He reports regarding the state of the enterprise and its new lease of life for five years as follows:

The most important recent event connected with the International Catalogue of Scientific Literature was the meeting of the First International Convention in London on July 25 and 26, 1905.

In the International Convention is vested the absolute control of the catalogue, and at this meeting, among other questions considered, were whether to continue the publication beyond the first period of five years, and also to decide as to the value and efficiency of the classification schedules used during the first period and what improvements, if any, were needed in them.

As to the first question it was resolved:

"That in view of the success already

achieved by the International Catalogue of Scientific Literature and its great importance to scientific works, it is imperative to continue the publication of the catalogue at least for a further period of five years."

The growing appreciation shown for the work among scientific investigators has fully demonstrated the need of this index to scientific literature, and the success of the undertaking seems now assured, as sufficient guaranteed subscriptions have been made to support it for the second period, that is from 1906 through 1910.

The catalogue may be said to have passed the experimental stage, and to have become the standard international reference work to general scientific literature.

The zoological section of the catalogue has absorbed the *Zoological Record*, and beginning with the index to the literature of 1906 this old and famous year book will be published in connection with the zoological volume of the International Catalogue. This consolidation of interests is a cause for mutual congratulation.

The staff in charge of the *Zoological Record* will be able to eliminate the expense and labor connected with the publication and distribution of this year book and save also to a large extent the trouble of collecting and classifying the necessary data. The various Regional Bureaus will prepare the references and submit them for approval to experts of the Zoological Society of London, who in the future as in the past will be in charge of the *Zoological Record*. The International Catalogue will by this method gain the services and advice of some of the foremost zoologists of the world.

The classification schedules, which are the vital and essential means by which a vast literature is rendered instantly available to specialists, naturally received full consideration by the convention, who by the advice of the makers of the catalogue authorized many minor and some important changes and additions to be made. These changes will go into effect with the cataloguing of the literature of 1906.

After an experience of over five years the original schedules have proved their worth and the wisdom of their framers, but experience has pointed out many unfilled needs and the necessary changes will be made.

Since the beginning of the undertaking in 1901, 57 volumes of the catalogue have been published. Some idea of the amount of scientific work being done may be gained by the fact that from the Smithsonian Institution are now being sent to the London Central Bureau to be incorporated in the catalogue about 25,000 references each year.

Some members of the committee, and a good many other librarians, have expressed themselves to the chairman of this committee as greatly wishing that the index might be compiled and issued in a form more useful to libraries. It is not universally felt that the confidence of Dr. Adler and the makers of the index in its essential practicability is wholly justified, although the present accomplishment and more splendid possibilities of usefulness are very generally recognized, and the wish to have its scope extended to historical and other learned periodicals very widely expressed. The thing to be desired is that all learned periodicals should, after due study of the experience of this index, be indexed in one consistent method under one central organization.

It is not felt, in view of the responses last year, that any attempt at organized federation with foreign associations is practicable, but it is felt that we may properly urge the appointment of committees of foreign associations similar to this committee, and that by the selection for these committees of members who may be by way of visiting and comparing notes, some valuable methods of co-operation may be developed.

It is suggested by Mr. Lane, and many will agree, that the most important single matter with which this Association should concern itself internationally and at once is some effort to secure from some German source the printing of cards for German publications in such form that they may be of use to and obtained by American libraries.

By far the most interesting and far reaching matter which has come to the attention of the committee during past years is the overture of the German Government to the United States Government in behalf of a proposition to take part in the direct international lending of manuscripts and printed documents, according to a suggestion made by the Royal Prussian Academy of Sciences. This proposition is in effect to extend to American libraries the same system of exchange which now exists between various European nations. It contemplates mutual loan, under proper conditions and safeguards, at the expense of the borrowers, of such manuscripts or documents as may properly be

loaned. This proposition was submitted by the Department of State to the Librarian of Congress for an expression of views, and he reported, expressing appreciation of the value of the proposed system and indicating the willingness of the Library of Congress to act as intermediary exchange, under certain circumstances, when the exchange would not be better made direct, and to furnish such information as would facilitate the exchange for those institutions which are prepared to undertake it. He also agreed to communicate the undertaking to the American Library Association at this meeting and has done so by transmitting a copy of the correspondence to this committee.

It is a matter of extreme congratulation that this beginning should have been made in a matter which has been recognized at our meetings, and is generally recognized among scholars and in institutions of learning, as one of great possibilities of scientific profit.

It must be confessed that we in America are more by way of getting than of giving in such exchanges; but, on the other hand, the increase of manuscript collections in this country has been rapid in recent years, and there are now many thousands of manuscripts in this country which might be wanted by a European scholar, and might suitably be loaned, so that some reciprocity at least can be made.

It is suggested that in the acceptance of this report the Association should express its gratification that the proposition to extend the system of exchange of manuscripts and printed documents to American libraries has been made, and should express also its hope that the American government will see fit to further in every practicable way the adequate inception and operation of the system.

E. C. RICHARDSON,
For the committee.
Report accepted.

W. C. LANE: I should like to move that the Association express, through the Librarian of Congress and the Department of State, to the German Government its appreciation of the offer which has been so generously made.

The PRESIDENT: Under the rules the mo-

tion will be submitted to the committee on resolutions for formal draft, but I will put it as made by Mr. Lane.

Voted.

H. E. LEGLER read the

REPORT OF COMMITTEE ON LIBRARY TRAINING

(See p. 175.)

Report accepted.

Mr. ANDREWS, first vice-president, took the chair.

Mr. LANE: May I make a motion in connection with the report of the committee on international relations? I, for one, should like very much to see some definite steps taken toward realizing the suggestion which was made in that report—the possibility, that is, of some German Government department or library being induced to do for current German books what the Library of Congress does for current books here. It would be a useful step in the development of German libraries; but what interests us mainly, of course, is the advantage it would be to American libraries if, when we import German books, we could import cards to catalog them by. I move that the executive board be requested to take up in whatever seems to it to be the proper way the matter of inducing the German Government to print cards for current German publications.

Dr. RICHARDSON: Would you accept as amendment that the executive board instruct the committee on international relations or the corresponding committee, if appointed for another year, that it make a special effort to have this done?

Amendment accepted and motion carried.
Adjourned.

SIXTH SESSION

(BALL ROOM, MATHEWSON HOUSE, FRIDAY MORNING, JULY 6)

President HILL called the meeting to order at 9.30 o'clock.

PERMANENT HEADQUARTERS

President HILL: You will be pleased to know, I think, of the decision of the execu-

tive board, as reported to the Council last evening, to the effect that American Library Association headquarters will be opened as soon after the 1st of September as it is possible to secure adequate quarters, and that Mr. E. C. Hovey has been selected to be in charge of the headquarters. (*Applause.*)

A. L. BAILEY read a summary of the report of the tellers, giving results of

ELECTION OF OFFICERS

Total vote cast, 384.

President: C. W. Andrews, 353; (scattering, 5).

1st vice-president: E. H. Anderson, 348; (scattering, 7).

2d vice-president: Katharine L. Sharp, 345; (Mary W. Plummer, 1).

Treasurer: George F. Bowerman, 240; (Drew B. Hall, 107; T. L. Montgomery, 5).

Recorder: Helen E. Haines, 324; (Josephine A. Rathbone, 5).

Trustee of Endowment Fund: D. P. Corey, 345.

A. L. A. Council: Alice S. Tyler, 297; Purd B. Wright, 284; Herbert Putnam, 277; George S. Godard, 241; T. W. Koch, 207. (H. G. Wadlin, S. H. Ranck and Isabel Ely Lord received from 117 to 194 votes each.)

The PRESIDENT: At the moment I will only congratulate Mr. Andrews upon his election to the highest office in the gift of the Association and at the same time congratulate the Association upon the excellence of its choice. (*Applause.*)

C. W. ANDREWS: Mr. President, when I shall take over the commission which you lay down I shall do so with pleasure, as coming from a personal friend, and with pride in being the last to fill the roll of presidents; and I hope that I may be able to show to the Association my appreciation of the honor. To you, ladies and gentlemen, I can only say, with all sincerity and earnestness, simply the words I thank you. To this Association I owe many of my warmest friends and many of my most pleasant acquaintances, much of my professional advancement, and a great deal of my professional knowledge. Therefore I should be most ungrateful if I did not try in some way to show my appreciation of what it has been to me. At the same time

I am so conscious of my own deficiencies and inadequacy as a presiding officer that I must ask you to bear with me in the same spirit of loyalty to the Association which you have always shown. The announcement of the president as to the decision of the outgoing board, which will surely be ratified by the incoming board, to begin the work to which we have been looking forward so long and with such hope—the opening of permanent headquarters—I would like to impress upon you, does not mean or should not mean any diminution of your personal loyalty to each other. I hope that the headquarters will prove simply another means of bringing each of us through the year in contact with the one man or woman in the Association who can help us in our province, and that we shall feel the influence of this conference throughout the year. (*Applause.*)

PRESIDENT HILL: The program for this day is special, as has been the program of each day. We now take up the subject of "The library in relation to special classes of readers."

Miss EMMA R. NEISSER read a paper on

BOOKS FOR THE BLIND

(See p. 78.)

Mr. ANDREWS, first vice-president, took the chair.

SAMUEL H. RANCK: Before plunging into discussion of libraries and books for the blind, I should like to call attention to two or three fundamental principles which it seems to me we should keep in mind in all our work, because we will then understand perhaps more clearly the reasons for the public library taking up work for the blind. I like to think of the public library as an institution for the dissemination of ideas and ideals rather than for the mere circulation of books or the reading of magazines. In its dissemination of ideas and ideals the library establishes lecture courses, exhibitions of prints, pictures, and so on, and it appeals to the intelligence of the community in various ways other than through the printed book.

As a public institution the public library should endeavor to reach every class in the

community, because all classes are citizens. It should endeavor to reach the professional, industrial, racial or national classes and it should endeavor to interest them. And here I should like to say that I do not like the term "advertising" as applied to libraries. I rather prefer the phrase "interesting the public," because if we can have public interest in our work that is what we want.

In interesting the public we can work through special classes, and the blind are a special class. In working with the blind the library will soon discover that there are a considerable number of difficulties to be considered. One is the cost of books in embossed print. Another is the fact that so relatively few of the people in the city can read any one style of embossed print. There are five or six different styles of embossed print. In the city of Grand Rapids we have on our list some 20 blind persons. Of that number only six or seven can read any style of embossed print and only three or four any one style of embossed print. For instance, we have the New York point and the American Braille, the English Braille, the continental Braille, the Moon type and the Boston line letter, and the library must consider, first, which of these or which two or three of these it is going to use, or which are adapted to the readers in that particular community.

Another difficulty is the fact that the great majority of persons who are blind become so late in life. Years ago the majority of blind persons became blind in infancy. That does not mean that they were born blind, but in the first days or weeks of infancy, through neglect and ignorance, the sight of the child was destroyed. Through the extension of knowledge and the passage of laws, the number of blind in this country who become blind in infancy has been reduced to a very small percentage, so that now the average age of persons who become blind is, in some of the states at least, in the neighborhood of 40 years. This brings the difficulty of teaching persons who become blind so late in life how to read embossed print, and that brings us back again to the difficulty of having five or six different styles of embossed print to select from.

If a library should decide to establish a department of books for the blind, to purchase books or do any sort of work for the blind, it seems to me that there is one fundamental principle which should be ever kept in mind, and that is that libraries should help to disseminate ideas among the blind, not because of sympathy or because they are unfortunate, but simply because they are citizens.

Miss Neisser refers to the recent enactment of laws by the United States Congress permitting books to be sent through the mails free of postage to blind readers. In some cities a new difficulty has come in the way. Many of these books in this country—this is not true of books published in England to so great an extent—are so heavy that the letter carriers in a large city will not deliver them, and it becomes necessary for the blind citizens to go or to send to the post-office to get them, and in some cases that means a journey of three, four, five or six miles, and they are no better off than they were before when obliged to go to the library. Another difficulty is that blind persons are often unable to go about the city. In many cases it is necessary, for this reason, to provide guides.

A few weeks ago in Grand Rapids we invited all blind persons to meet at the library, to talk over with the library staff and one of the officers of the board of library commissioners the whole matter of work for the blind as related to that particular city. All these points were discussed thoroughly and fully, and as a result of that conference, and in deference to the wishes of the blind there represented, a series of readings were instituted for blind persons every Tuesday afternoon. The matter to be read is selected by the blind themselves, and the reader is provided by the library, and we are looking forward later on to some better solution of the question of providing books.

This matter of assembling the blind at a library and reading to them has been, in certain quarters, criticised most severely, especially on the part of the schools for the blind. There is a strong feeling that it is a dangerous thing to bring blind persons together in this way, as I have learned in talking with the principals of different institu-

tions for the blind; and the chief argument they use against it, especially as regards young persons, is the danger that the library may become in this way a matrimonial bureau. They argue that it is a crime against the state to permit two blind persons to marry. And this is another matter that has to be considered.

Last August, at Saginaw, Mich., there was held a conference of workers for the blind, and as a result of this conference there was formed the American Association of Workers for the Blind. This includes members of various organizations of the blind, and it also includes the principals and teachers in schools for the blind, and all others who are interested in this work. As a result of this conference the following resolution was adopted, which expressed the feeling of that conference with reference to the work of public libraries for the blind:

"Resolved by the conference of workers for the adult blind, at Saginaw assembled, that it is the sense of this convention that the public libraries of the country may more profitably expend effort and money in the sending out of embossed books and home teachers who are blind, rather than in the establishment and maintenance of reading rooms with sighted readers for the blind in the library."

You will notice that the sentiment of that conference was to the effect that the public library should provide teachers for the blind, should teach people who become blind late in life how to read, rather than to have public readings with sighted readers.

The other morning, at this A. L. A. conference, a number of persons who are interested in work for the blind met, and as a result of that meeting there was drawn up a request which will be presented to the executive board asking for a full and adequate study of this whole subject to be presented to this Association one year hence. The idea was that there are so many divergent views on this matter and so many difficulties that those interested would like this Association to appoint a committee to study and offer recommendations upon this whole perplexing and important subject. (*Applause.*)

MISS E. J. GIFFIN: The greatest question is the size and the prices of the books; they

are so very expensive and also so very cumbersome. I have here a few of the foreign books which are much more easily handled and much less expensive. I do not think we have such books in this country that you could get for 20 cents or 40 cents. Here is one from the British and Foreign Blind Institution, and I wish to call special attention to the paper and binding. This is sulphite paper; it is very light, and the binding is simply straw board and silk cloth. All of these wear well and give a light, easily handled volume. Any one who is familiar with books for the blind has seen our immense books, larger than a dictionary and, when wrapped, often weighing almost ten pounds. They are also very troublesome to read, being so large that the blind person has to lean clear over in order to read the top of the page. Then, besides, our books cost prohibitively, and that is a great drawback to all libraries. Now the British and Foreign Blind Institution, at Great Portland street, London, with their up-to-date machinery and apparatus for drying embossed pages, can make an ordinary book, 70 plates, 50 copies, for about \$80. The blind are employed in making these books. Also in France, the blind emboss the plates from which the books are made. In Edinburgh the Braille Printing and Publishing Co. has a new process which is called the brailleotype. It is a machine driven by electric power which can emboss one thousand sheets an hour, each sheet having four pages. The embossing does not damp the paper, the sheets can be bound immediately, and the copy can be set up by blind people, thus giving them employment. If a mistake is made or a line omitted it can be easily and quickly remedied. For every sheet turned out by the older method the new machine will turn out 1500. They also publish a weekly paper, the price of which is one penny. And I am happy to say that there is a similar movement on foot here now; a generous lady who does not wish her name known has promised to furnish a fund for the publication of an up-to-date magazine that shall be sent free to the blind. There will be short and long stories and essays and departments for music and book reviews. If any librarian or any person who knows of a blind person, even

though they do not yet read, will send the name to Mr. Walter G. Holmes, care of Paul Block, Flatiron Building, New York City, as soon as the magazine is ready the person named will receive it.

I wish we might have many more books printed. The blind who have attended the schools have read, of course, almost everything that is in the school libraries. They want new books. Then those who have lost their sight late in life; for instance, the last person that I helped to read is a graduate of Harvard. Naturally he has read all that everybody else has read and we have nothing to offer him. What I hoped very much might result from the resolutions which were drawn up rather hastily the other day was that we might in some way arrange to have several librarians put on the committee with the school educators who decide on the printing of books for the blind. This is done by the Government, which gives \$10,000 annually to the American Printing House at Louisville, and I hope that we may have an equal number of librarians appointed on the committee for selecting the books.

ASA D. DICKINSON: I should like very much to make a special plea for the need of co-operation, combination and organization in library work for the blind. Those are three long words, but three very good ones, and words which seem to be most necessary in this work. Mr. Ranck has told us something of his experience in Grand Rapids, and his experience, I think, is typical of many more places of the same size. A public library becomes interested in work for the blind and perhaps \$200 are appropriated; the field is canvassed, and then perhaps, as Mr. Ranck has told us, 20 blind people are discovered who are interested. Then it is found that perhaps a third of the number have become blind early in life and have gone to a blind school and been taught to read; the others not having been taught to read, the books are of no value to them without home teaching. Of the remainder, then, we have a dozen people; they have been taught, if they are young, some one or other of the several point systems, it is impossible to tell which, their use being nearly equally divided throughout the country. Well,

our twenty books—the twenty titles that we can buy with our \$200, in the present expensive state of the market for blind books and the bulky way in which they are printed—our twenty books in perhaps three secure frames, are placed before our readers, and then it is found that of those books only a very small proportion, two or three probably, can be read by any one of the very small proportion of readers. When those books have been read by all who are able to do so, they are thrust up in the attic or down in the cellar, and that is the end of them—except when the librarian thinks of the mistake he made and the money he squandered.

I wish very much that something could be done to enable us to exchange such books throughout the country—that there could be some national organization or some two or three central organizations which could provide the books for our use in this way. The possession of the books is but a fraction of library work for the blind; we must hunt out the people and interest them; and, above all, teach them; and I should like to make a plea for co-operation among libraries in this work for the blind. I have been told that Miss Neisser, of Philadelphia, and Mr. Hodges, of Cincinnati, who are foremost in the work in their libraries, have more books than they know what to do with, and I would suggest, in the present absence of any national organization—we have a few state libraries which furnish books for the blind, but they are all too few—that any small city taking up library work for the blind would do better to expend the greater part of its money in home teaching and to borrow the books if possible, and as long as they hold out, from Miss Neisser and Mr. Hodges. (*Laughter.*) Then perhaps in time we could make some arrangement whereby each state should contribute a certain quota of books to a general store, and when in one locality the books bought there have outlived their usefulness, they can be passed on to some other community to which they are fresh, where they may have a new lease of life. What seems to me the thing most necessary for us to do now is to emphasize the need in this work for co-operation, combination and organization. (*Applause.*)

The secretary read the following letter

from B. B. HUNTOON, superintendent of the American Printing House for the Blind:

LOUISVILLE, Ky., June 18, 1906.

To the American Library Association:

DEAR FRIENDS: In the name and on behalf of the reading blind of our country, I thank you for what so many of your members have done in establishing departments for the blind in 36 of the libraries in our land.

No greater boon has been conferred on the blind in the last 20 years than this.

It is a joy and a comfort to those whose hours of darkness are many, far greater than can be told in words.

And the establishment of such a department is so simple, especially since Congress has given free transportation for loaned books, that I earnestly hope that there may be soon not a state without one or more such departments in its libraries.

Books for the blind are large, owing to the great size of the type required, and costly owing to the small size of each edition. Cooper's "Pilot," Thackeray's "Henry Esmond," and "Scott's "Ivanhoe," all embossed in 1896, have had a sale of respectively 65, 48 and 78 copies.

In poetry the record is better. Selections from Longfellow, Whittier and Holmes, embossed in 1883 and '84, have had a sale respectively of 330, 224 and 220 copies.

In books for children, Hans Andersen's "Fairy tales," embossed in 1884, has had a sale of 224 copies, and Kipling's "Jungle book" of 1894 of 128 copies, and "Robinson Crusoe" of 1898 of 46 copies.

These figures show why books for the blind can be printed only as a benefaction.

Owing to the wisdom of the government in providing for the printing of educational books, and of the munificent generosity of the New York State Library in expending, during the past six years, over \$5000 for embossing books not specially educational, the list of titles is not inconsiderable.

The practical result of the working of the department for the blind, as shown in the reports of the various libraries, is eminently satisfactory.

It is a vindication of the broad, progressive spirit that characterizes the American librarian, which has led to the cultivation of new fields from which have come noble harvests.

I acknowledge with admiration what you have already done, and am

Gratefully yours,

B. B. HUNTOON.

The CHAIRMAN: The chair has one or two questions which he would like to put for the

Association generally—one to Miss Giffin in regard to comparative prices of these books.

Miss GIFFIN: The American Printing House for the Blind, at Louisville, prices De Foe's "Robinson Crusoe," in 2 volumes, at \$6; the same at the British and Foreign Blind Institution, in 3 volumes, which makes it much more convenient to handle, is 6 shillings and sixpence, or \$2.44; Charles Dickens' "Christmas carol" (Louisville), 1 volume, \$2.50; the same at the British and Foreign, in 2 volumes, 5 shillings; Drummond, "The greatest thing in the world," 1 volume (Louisville), 75 cents; the same, 1 volume (British), 1 shilling and 8 pence. "Undine," 1 volume (Louisville), \$2.50; the same 2 volumes (British), 7 shillings, or \$1.68. Both of these institutions receive aid, ours through the government and the British through contributions. I think we should all be willing to have the books printed on less expensive paper and to use a simpler binding, and not have to pay so much for them.

President ANDREWS: The other question was, Miss NEISSER, whether the provision of the recent law permits free transportation between libraries? That is to say, whether Mr. Dickinson's proposition would throw any burden either on the receiving or the distributing library?

Miss NEISSER: We have already been sending under this law books to several libraries for the use of the blind. We sent to blind persons in care of libraries in Pennsylvania and in Connecticut and there has never been any trouble about it.

Mr. RANCK: There is one more point that the American Association of Workers for the Blind is very much interested in, and I think it will interest this audience also, and that is, that they have a committee, in connection with a committee in Europe, at work to obtain a uniform system of embossed print, and it seems to me that anything that this Association can do to aid in that attempt would simplify matters very much, not only in this country but throughout the world. (*Applause.*)

H. H. BALLARD: May I suggest the use of the phonograph for blind persons? It is possible now to procure blank records at the

rate of 10 cents or less, and any person can prepare a record very easily that will be listened to by a blind person for from two to four minutes. A phonograph, which can be procured for five dollars, can be kept in the library and loaned to a blind person, with the records. This is a very practical plan where you have not the printed books and cannot go to great expense. I have tried it in one or two cases and know that it will work.

Mr. DICKINSON: I think a few dollars, say ten dollars, spent in purchasing plaster casts would be very enlightening to the blind clientele of a library. I have had personal experience of the appreciation of plaster casts by one or two blind persons who have come in contact with them, and it would be a mode of enlightenment which would perhaps reconcile Mr. Rank to the lesser joy of giving them a little simple recreation.

C. S. GREENE: The trouble seems to be, in this matter of giving books to the blind, in the small number of blind persons to be found in any one place. It seems to me that we ought to enlarge the unit to the state library. In California the state library undertakes to supply books for the blind throughout the state. It has been doing this not much over a year; last year it sent out 93 books to the blind and it has already 139 blind readers, with about 542 books. We have lately offered to the libraries throughout the state to supply small collections of these books if they will undertake to see that the blind in their neighborhoods are induced to read those books.

Mr. BOSTWICK: The New York Public Library, which has a very large collection of books for the blind, is circulating its books in three states—New York, Connecticut and New Jersey—and any library or any blind individual who wishes to take out books from the New York library may do so, taking advantage of the free postage act. We shall be glad to respond to any demand that may be made.

Miss ALICE S. TYLER: The Iowa commission has been circulating these books in Iowa with the aid of the state institution for the blind. We have not undertaken the problem of teaching, but it certainly is practic-

able to circulate books for the blind from a state center, by means of the travelling library system.

Miss GIFFIN: California is doing the same good work. They not only loan books to individuals, but they will send a travelling library to any little town that will promise to circulate the books. The great need is to get more books. If we could have more books I am sure more states would take up the work.

President ANDREWS: It seems to the chair that the new headquarters has one line of work very plainly marked out for it, in correlating and making known these various agencies which are at work on the lines referred to by the speakers.

Miss M. E. HAWLEY: It may be of interest to know that there is an international organization of blind students. It was recently brought to my attention by a circular sent me from Switzerland, and its object is to assist students who are pursuing higher courses of study. Any student who has taken a university course or is intending to take a course in a university or any higher institution of learning, is eligible to membership. One object of this association is to procure a circulating library in different languages, and to promote acquaintance among students of different nationalities, and familiarity with the different modern languages. The only type spoken of is Braille. The headquarters is in Geneva, and the secretary issues from there every year a report and a list of the best publications that have been issued during the year in all the different languages. The present membership consists of about 38 members scattered all over the countries of Europe; I did not see in the list any from the United States.

President HILL resumed the chair.

Mr. Bostwick gave a summary of Dr. J. H. CANFIELD's paper on

BOOKS FOR THE FOREIGN POPULATION

(See p. 65.)

Mr. BOSTWICK read a paper on the same subject.

(See p. 67.)

Miss J. M. CAMPBELL read a paper on the same subject.

(See p. 70.)

Miss L. E. STEARNS: I think something should be said with reference to the small library as regards this subject. Take a small community, and there may be just a handful of foreign-speaking people. You want to do something for them. If they are Germans you want to buy German books. You find these are expensive and only a few of the older people read them; the young do not ask for them. After they have been read by the older people there is constantly a cry for more German books, which you can hardly afford to purchase. In one of the Western states a number of libraries have combined, recognizing this need and realizing that funds are small. This could be done, of course, without the aid of a commission, but through a commission each of these libraries has bought one travelling library, paying about \$35 for 35 or 40 books. These are purchased at wholesale by the commission, made up in travelling libraries, and sent to these smaller communities for six months at a time. Then each library in turn is sent back to headquarters, to be exchanged in return for another library purchased by another community, and in that way enough varied German reading is available for twenty years.

The secretary presented the

REPORT OF COUNCIL

(See Transactions of Council.)

The PRESIDENT: The resolutions of Dr. Canfield and Miss Campbell will be referred to the Council for consideration.

HARRISON W. CRAVER read a paper on

SUPPLY AND USE OF TECHNOLOGICAL BOOKS

(See p. 72.)

W. E. FOSTER: Several months ago the president of the Association requested me to take part in this discussion. As the subject appeals strongly to my interest I consented. But after making several appointments with Miss Garvin, who is at the head of the In-

dustrial Department in our library, for the purpose of comparing notes, it seemed entirely inappropriate, Mr. President, that I personally should present the results of her experience in that field, and the president agreed to substitute her name for mine.

Miss ETHEL GARVIN read a paper on

USE OF INDUSTRIAL COLLECTIONS AT THE PROVIDENCE PUBLIC LIBRARY

(See p. 76.)

Miss ISABEL E. LORD: The president asked me to say a few words about the working out of this problem in our library, which is neither a large one as compared with the Carnegie of Pittsburgh, nor a small one, as that word is ordinarily used. We have 85,000 volumes in the library, 25,000 of which are in the reference departments. The latter are four, two general, one for art and one for what we call applied science. It is only of the applied science reference room that I mean to speak. First, as to the practical side. We do not intend this department primarily for trained people, for engineers, graduates of advanced schools, but for the untrained worker or for those of very little training. In order to make it as easy as possible for the men to use we chose as the room which we were to open a year ago last December the one easiest to get into, the one nearest the front door. In this room the equipment is that of reference books, about 500, not of course what are ordinarily termed reference books, but almost entirely books that are duplicated in the circulating department; bound periodicals, of which we have 66 files, more or less complete, including transactions; 115 current trade periodicals, covering various subjects; a collection of labor union papers, of about 50, are now received regularly; a collection of over 600 trade catalogs, which are, of course, of great value; and a collection of cuts of machines and mechanical devices, which are bound separately and may be used by any one who is interested in a particular subject that can be thus illustrated. We circulate no book from this room, except under extraordinary circumstances, but send people across the hall to the circulating department. This is a disadvantage, but it

has also the advantage of making the reference room as such more quiet, and there would be no space there, in any case, to put a circulating collection.

As to making this room known, it is very difficult to do this in a great community like Brooklyn, where our own limited area is only five city wards. We have no local press, for 25 or 30 city newspapers are read in that neighborhood, so we have to use other means. A printed notice of the room has been sent out very widely to the factories, the labor unions, through the churches, etc., telling what the room is, what it is for, and how to get there. Then the newspapers sometimes, of course, give us notices, and the head of the room visits the factories of the neighborhood and has completed a most interesting industrial chart of the five wards, showing where the factories are located, the work they do, the number of men employed, etc., while several times we have been able to get some member of a labor union to speak before his union upon what they could find in the library. One thing that we have tried to do is to make this department known through publication; and we have begun with the very practical and easy subject of electricity. We have issued a little list, of which there are 50 copies here, of something over 230 titles of general books on electricity, each one annotated. In our work with untrained workers we have found the greatest difficulty is that men choose a book from the title without knowing just what it is, whether it is for elementary or advanced use. The notes given here are meant to show how useful each book would be to any untrained person. We hope the notes are practical, and hope to go on publishing further lists of that sort.

Miss CORA STEWART read a paper on

LIBRARIES IN RELATION TO SETTLEMENT WORK

(See p. 82.)

Miss LINDA EASTMAN: My discussion of this subject is based largely on local conditions. In Cleveland there are three social settlements and two other institutions which, in all but the residence feature, are doing settlement work. In each of three of these

institutions the public library has, almost from their beginning, operated a station or branch, the settlement furnishing room, heat, light and janitor service. The other two institutions are located two and three blocks respectively from the main library and one of the larger branches, and co-operation with them has for the most part taken the form of furnishing books for clubs and classes, and in the helpful interchange of information between the settlement workers and the librarians.

In our settlement libraries by far the larger part of the work done is with the children, who, I regret to say, by their very numbers, keep away many adults who would use these libraries more were there larger quarters with separate rooms for adults. This need is recognized, the settlements are endeavoring to help to meet it and we believe sooner or later larger and better quarters for these libraries will result. The librarians in charge of these branches endeavor to identify themselves with the work of the settlement as far as possible, in some cases becoming residents. In no other department of the library do the workers gain so intimate a knowledge of their readers, nor is it anywhere else so greatly needed. It is here that we study at closest range our foreign population and the needs which Dr. Canfield has set forth cannot be urged too strongly.

It is, as Miss Stewart said, in the settlements that the problem of the girl is the most insistent. In our Italian settlement it is not at all startling to have a young girl return a copy of the "Red" or "Blue" fairy book with the statement that she wants no more books because she is going to be married. It is a far cry from the Lang fairy books to the books on domestic economy with which we hope to improve conditions of home life; but even these girls have already made great advance on a long line of forebears, not one of whom could read a word.

It is in the settlement libraries even more than elsewhere that the greatest hope lies in the children and in catching them young enough. I believe that in these libraries, through the story hour and in the book selection and suggestion, there should be spe-

cially emphasized the homely virtues of truth, honesty and morality, and the principles of good citizenship.

Miss ANNE WALLACE presented the

REPORT OF COMMITTEE ON RESOLUTIONS

The members of the American Library Association desire to record their acceptance of the free public library as an integral part of the American system of free public education. The public library continuing the work of education exerts its influence through all later years, and adds information, recreation, and general culture which are so necessary for that highest form of effective citizenship in which both men and women join.

The members of the American Library Association also desire to place on record their appreciation of the opportunities which have contributed so largely to the success of this, the 28th annual meeting of the Association.

The general program has emphasized the free public library as a factor in the educational growth of our modern cities and section meetings have been devoted to affiliated activities.

The location has been an ideal one, and the elements of earth, air, and sky have been conducive to our welfare.

The soft salt air, the blossoming hedges, the tangle of roses, the music of many birds, the rich foliage, the low, gray-roofed cottages, the restful roads through sun and shade have become a part of our life, and this sojourn in the state of Rhode Island will long be remembered.

We extend the thanks of the Association to His Excellency Governor George H. Utter, and to Lieutenant-Governor Frederick H. Jackson, to the Honorable Rowland G. Hazard, to Dr. Nathan C. Schaeffer, president of the National Education Association, to President W. H. P. Faunce, to Professor Brander Matthews, to Professor A. D. F. Hamlin, to Mr. Raymond F. Almirall, to Mr. Owen Wister, and to Mr. Robert Welsh for their generous and helpful participation in the sessions of this meeting. We recognize with keenest

appreciation the courtesy of the general and auxiliary committees manifest in the arrangements which have added so much to our enjoyment, and of the proprietor of the Mathewson in giving the use of rooms for special meetings. We express our sense of obligation to our officers who have so successfully planned and administered each detail of this conference. We rejoice in the inspiration which we have all experienced here; and we close the session with high hope and new courage for all the future.

JAMES H. CANFIELD.

ANNE WALLACE.

KATHARINE L. SHARP.

Adopted.

The PRESIDENT: It would appear that we have come to the end of our work. Whatever success has attended this convention is due to three causes: first, the efficient services of the secretary, the treasurer, recorder, chairman of the ways and means committee and the travel committee; second, to the large attendance which we have had and the patience of the members who have been present; and, third, to the complete arrangements made by the local committee. I have attended a number of conventions, I have had to do with the secretary's office and with the travel committee; but never before have I seen the work of the local committee so well planned and so perfectly executed. (*Applause.*)

In laying down the gavel I feel a responsibility to the Association greater than ever before. Dr. Poole used to say that there was only one position in the American Library Association higher than that of president, namely, that of an ex-president. To that honored position I am now elevated. I declare, therefore, the 28th Conference of the American Library Association adjourned without day.

Adjourned.

COLLEGE AND REFERENCE SECTION

TWO sessions of the College and Reference Section were held in connection with the Narragansett Pier Conference, the chairman, J. T. Gerould, librarian of the University of Missouri, presiding. In the absence of the secretary of the section, Miss Fanny Borden was appointed secretary *pro tem*.

FIRST SESSION

The first session was held on Monday afternoon at three o'clock in the Solarium of the Mathewson House.

The chairman, J. T. GEROULD, read a paper on

CO-OPERATION IN LIBRARY STATISTICS *

The questions most frequently asked by the progressive librarian are: Is this method the best? Is our practice in this particular the most effective? These questions may be answered, 1, by personal experience; 2, by experience of others. It is suggested that a co-operative report be prepared, presenting information regarding all college libraries of the country, bringing out facts regarding cost, character and equipment of buildings, number and character of books, amount and allotment of funds, powers and functions of librarian, and data regarding staff, methods, privileges to readers, salaries, etc. This suggestion is referred to the section, in the hope that a committee may be appointed to consider the plan and report next year on the feasibility of undertaking it.

Discussion followed on the suggestion in Mr. Gerould's paper that the section appoint a committee to compile a report on statistics concerning college libraries including, in addition to regular statistics, information about policy and management. Mr. Johnston suggested that the new commissioner of education would probably be willing to collect such statistics in his report. Mr. Briggs answered that the reports appeared in print so late that they would not answer the need of librarians for up-to-date information. Mr. Wilson (Clark University) suggested that a committee should submit to the commissioner

an outline of what is desired and that future action should be based upon his reply.

Mr. Bishop stated that the annual reports of college librarians are seldom published and that statistics are not readily obtained as in public libraries.

The question was asked whether such a report was not recently compiled for the libraries of the middle West. Mr. Gerould answered that questions were sent out from the library school of the University of Illinois with such a report in view, but too few replies were received to be of value.

Mr. Severance said that it would be impossible to get the information desired unless the librarians knew in advance the plan of the report so that statistics might be kept with the questions in mind. It was moved by Mr. Severance and voted by the section that a committee be appointed by the chair to investigate the proposed plan and report at the next meeting of the section.

It was voted that nominations for officers for next year be made by a committee to be appointed by the chair to report at the next meeting.

Mr. Jones (University of Maine) moved that a committee of three be appointed to consider the advisability of a more definite organization of college librarians. A brief discussion followed on the desirability of separate organizations for college and reference librarians. The motion was passed 33 to 18 in favor of the appointment of a committee.

Miss ISADORE G. MUDGE read a paper on

THE STIMULATION OF GENERAL READING *

covering the following points:

Not enough general reading is done by the average college student. The encouragement to such reading that may be given by a progressive, well-organized college library presupposes, first and most important, a capable and enthusiastic reference librarian, and includes careful expenditure of the book fund for general literature, specializing each year

*Abstract; received too late for publication in full.

*Abstract; received too late for publication in full.

in a few subjects of timely interest; displaying new books and books sent on approval; keeping a collection of current dealer's catalogs available for the students' examination and use; and systematic co-operation with college literary clubs and provision for special lists and book reserves. These means persistently employed help in improving the quality and quantity of general reading.

Miss Etta M. Newell, of Dartmouth, opened the discussion of the paper. She said that all methods of stimulation of general reading in the college library must be based on free access to books, attractive surroundings and strong personal influence. She described the methods used at Dartmouth. The discussion was continued by Mr. Burnet from his experience at the University of Georgia.

Mr. Wilson said that the question had been approached from the librarian's point of view, that it would be interesting to have the student's point of view. He asked that in the investigation of the student's point of view about to be undertaken at Clark University librarians give their help, that it may prove as effective as possible. He said that college students could never become real students until they had free access to the shelves. Mr. Keogh said that much of the use of the library depended upon the co-operation of the librarian and the instructors, especially in connection with English courses. A brief discussion followed on vacation privileges in college libraries.

Mr. W. C. Lane emphasized the importance of a selected collection of books on open shelves where the size of the library makes free access impracticable. The Harvard library has not room for a large open shelf collection, but it is supplemented by the Harvard Union Library of attractive reading selected by a student committee with Mr. Lane as chairman. He spoke of the great importance of comfortable quarters in influencing men to read.

Mr. T. W. Koch read a paper on

STUDENT CIRCULATION IN A UNIVERSITY LIBRARY *

which presented the following points:

In 1856 the privilege of borrowing books

*Abstract; received too late for publication in full.

from the library of the University of Michigan was withdrawn from the students; in February, 1906, this privilege was restored. In time the debarment from home use of books and the lack of open reference shelves resulted in great and constant congestion at the delivery desk in the reading room. This was partly met by installing an open-shelf reference room, and later a set of questions was sent to leading college librarians asking their views on home use of books by undergraduates. The answers were strongly favorable to such use; and these have been borne out by the results of the change granting this privilege. It has cost almost nothing in additional service, has not interfered with the use of the library by the faculty, is valued by the students and approved by the professors.

Discussion of the paper was opened by Mr. Jones (University of Maine), who talked on several questions of detail not covered in Mr. Koch's paper: How many books shall be reserved? How many books may a student draw? What shall be the time limit? Shall circulation be allowed in department libraries? How shall faculty use of books be controlled? He spoke also on the obligations of a college library to those outside the college community, especially the duty of a state university library to be of service throughout the state. The discussion was continued by Mr. Keogh, who described the practice at Yale. Of the library of over 500,000 volumes all may be circulated except reference books and books of special value on account of age, etc., not more than $\frac{1}{2}$ of 1% restricted. Books on the reserved shelves in connection with class work (the number varies from 500 to several thousand) may be drawn out only overnight. The library proper is a circulating library. The plan of selecting certain books for undergraduates has been followed from the beginning. The number is now kept at 25,000. From 600 to 1000 are added annually and an equal number withdrawn. There is free access to these books to all students, undergraduates may take out four volumes at a time for three weeks each. Permission is given for access to the shelves in the main library with slight formality.

Miss Lettie M. Crafts (University of Minnesota) continued the discussion. After ten years' experience in a college library which is a strictly reference library, she believed that the plan was not justified. The excuse for non-circulation is the proximity of the public library, but she believed that results would be better with circulation.

The chairman appointed the following committees:

On nominations: Mr. Little, Mr. Andrews, Miss Olive Jones.

On statistics: Mr. Koch, Mr. Wilson, Mr. Canfield.

On proposal to organize college librarians more closely: Mr. Jones, Mr. Lane, Mr. James.

The meeting adjourned on motion.

SECOND SESSION

The second session was held in the Solarium of the Mathewson House on Thursday morning, July 5, at 9.30 o'clock.

Mr. Little reported for the nominating committee the following nominations for officers for 1907: For chairman, T. W. Koch (University of Michigan); for secretary, P. L. Windsor (University of Texas). The report was accepted and adopted.

Mr. Koch reported for the committee on co-operative library statistics that the committee had decided to undertake the work of sending a circular to representative libraries and would present statistics at the next meeting. The report was adopted.

Mr. Jones reported for the committee on the proposal for separate organization for college libraries that in the opinion of the committee the forming of such an organization was inexpedient. A brief discussion followed on the original intention of the section. The report of the committee was adopted.

Mr. Nelson offered a resolution that the section should include all librarians of educational institutions and all persons interested in reference work. The resolution was adopted after discussion.

Miss BERTHA E. BLAKELY presented the plan and description of

THE NEW LIBRARY BUILDING OF MT. HOLYOKE COLLEGE

(See p. 62.)

Discussion followed on the best material for the floor of a reading room and on the cost of various new library buildings per cubic foot of contents. The figures quoted varied from .18 to .50.

Mr. Louis N. Wilson presented and described the plan of the Clark University Library.

Concrete block construction was discussed for libraries.

F. W. SCHENK read a paper on

THE ADMINISTRATION OF LAW LIBRARIES *

He added an appeal that all librarians in charge of law libraries join the newly formed association of law librarians.

Dr. B. C. Steiner opened the discussion of Mr. Schenk's paper. He would make two rather than three divisions of law libraries exclusive of law departments in general libraries: 1, Libraries of law schools in which the entire time of the professors is not given to instruction and ordinary county bar libraries; 2, Large city and state law libraries and the libraries of large law schools in which the entire time of the professors is given to instruction.

Libraries of the first class should have a small collection carefully selected. Libraries of the second class should include everything. In those of the first class the users go directly to the shelves. In those of the second they are dependent on runners. The classification of those in the first class should be methodical; that of those in the second class an arrangement fitted for the quickest service by runners. He agreed with Mr. Schenk's classification in general, but would include place for international law, jurisprudence and constitutional and legal history.

The great need is that law students should be trained in the knowledge of aids in the use of libraries.

Brief discussion followed on the selection of law books for general libraries.

The meeting adjourned on motion.

*Not received for publication.

CATALOG SECTION

TWO sessions of the Catalog Section of the American Library Association were held in connection with the Narragansett Pier Conference, Miss Theresa Hitchler, chairman, presiding.

FIRST SESSION

The first session, devoted to "Advanced problems," was held in the ball room of the Mathewson House, Saturday evening, June 30. The chairman brought the topic of the evening's conference, "Subject headings," before the meeting by a few preliminary remarks, pointing to the increasing prominence accorded to problems of cataloging by reason of the great increase in size of the present-day library and the consequent growth and complexity of the present-day catalog. She then introduced the speakers of the evening, WILLIAM WARNER BISHOP, who read a paper on

SUBJECT HEADINGS IN DICTIONARY CATALOGS

(See p. 113.)

and

ADELAIDE R. HASSE, who read a paper on

SUBJECT HEADINGS FOR STATE DOCUMENTS

(See p. 123.)

After the reading of the papers, Miss Hitchler declared the meeting open for general discussion. Mr. Hanson, of the Library of Congress, responded, calling the attention of the members to the length of time that had elapsed since the American Library Association had given its attention to the question of subject headings. He stated that in the main he agreed with Mr. Bishop's point of view. He emphasized the importance of definition of subject headings and added the suggestion that such definitions as were adopted be placed in the public catalogs of libraries as well as in their official records.

He differed from Mr. Bishop as to the importance of form entries, stating that he had

become increasingly conservative in his views as to their usefulness. On the other hand, he agreed with the speaker's solution of the problem of place under subject *vs.* subject under place; namely, the subordination of geographical position to subject in the arts and sciences, but the subordination of subject to place in historical lines, as, travel, economics, etc. In this connection, Mr. Hanson called the attention of the members to a pamphlet just issued by the Library of Congress, entitled "A preliminary list of subject subdivisions under names of countries . . . and of subject headings with country subdivisions." In this list, the headings in which place is subordinated to subject are indicated by black faced type.

In opposition to Mr. Bishop's restriction of the use of the national adjective to the subjects of language and literature, Mr. Hanson interposed a plea for its general usefulness in other classes, as, for instance, in the fine arts. He would, however, place the adjective after the subject, not before, *i.e.*, *Porcelain, French*, not *French porcelain*. In closing, he suggested a modification of Mr. Bishop's chronological arrangement of cards under subject, proposing a modified chronological method, namely, a division of subject by appropriate periods of say thirty years, a hundred years, or what not, and an alphabetical arrangement under these periods, by author.

Mr. Finney, of Michigan, followed Mr. Hanson's remarks with a prayer that the general public might in some manner be instilled with the cataloger's love of definiteness and so be led to make known its wants to the desk assistant in a way to be understood. He cited the instance of a woman who asked for a book on Greece when she really wanted to know the number of inches around the waist of the Venus of Milo.

Miss Hitchler then waived the restrictions that bind a presiding officer and entered the debate. Referring to Mr. Bishop's paper, she stated that while definition was of course

necessary in every official list of subject headings, she did not follow Mr. Bishop in his insistence on a card-tray for the purpose, that an interleaved copy of the A. L. A. list was adequate for all practical purposes and was also more convenient. She also differed from the speaker of the evening in his abandonment of place entries in subjects covering the arts and sciences, advocating instead the double entry system; for example, she would use *Texas. Geology* and *Geology*, not relying merely on a cross reference from *Texas. Geology* to *Geology. Texas*. She said that she had found, in public libraries at least, a necessity for gathering together all material relating to a country, in the arts and sciences as well as in other subjects under the name of that country. She referred to Mr. Cutter's advocacy of this system of double entry.

In closing, she referred to a matter already touched upon, namely, the use of a single subject card answering to several author entries, in the case of works published in various editions, by the use of the note on this single subject card: "For other editions of this work see author cards." This method, she stated, proved a labor-saving device in a large system like the Brooklyn Public Library where many branches naturally include many editions of a single work.

Mr. Biscoe expressed a wish that the Library of Congress would print on cards for distribution such definitions as Mr. Hanson indicated were in use in the public catalog of that library. Mr. Hanson replied that about 1000 such definitions were in use and that these could be printed for distribution if a demand for them was felt.

Miss Nina Browne stated that the American Library Association Publishing Board would gladly receive any suggestions for the new edition of its list of subject headings. Mr. Gardner M. Jones, of Salem, pointed out a practical difficulty to be met in the matter of a new edition of this list, namely, the conflict of the American Library Association headings with those printed on the Library of Congress cards. The use of these cards by an increasingly large number of libraries brings forward this question.

Miss Hitchler then closed the discussion

by remarking that the indications seemed to point to co-operation between the American Library Association Publishing Board and the Library of Congress. The meeting then adjourned.

SECOND SESSION

The second session of the Catalog Section, devoted to "Elementary problems," was held Wednesday morning, July 4, in the ball room of the Mathewson. The meeting was called to order and a nominating committee appointed by the chair to report a ticket of officers for the ensuing year. The committee consisted of Mr. Biscoe, Mr. Osborn and Miss Grace E. Tobey.

Miss AGNES VAN VALKENBURGH read a paper on

COMMON SENSE IN CATALOGING SMALL LIBRARIES

(See p. 127.)

The meeting was then opened for general discussion.

One member asked how the printed Library of Congress cards could be made consistent with written cards already in a catalog, to which Miss Van Valkenburgh replied that since the Library of Congress cards could not be made consistent in all particulars with the written ones they were better left unchanged and filed intact in their appropriate places among the written cards. Miss Hitchler added that in the Brooklyn Public Library she likewise did not attempt to be consistent in this matter except as to headings for purposes of filing.

Miss Robbins, of Simmons College, Boston, asked what, in the matter of headings, was the best practice in entering the names of "much married" women. Miss Van Valkenburgh recommended entering under the maiden name if the author had written under that name. Miss Hitchler followed the same rule, but added to the author heading the phrase "(afterwards Mrs. —)" if the room on the card permitted without rewriting the card.

The next question raised for discussion was the advisability of analyzing for the catalog

of a library collections of essays already indexed in the American Library Association or other index. Miss Hitchler spoke in the negative. Miss Van Valkenburgh agreed with the chairman and advised keeping the indexes near the catalog. Mr. Biscoe said that small libraries were troubled in using printed indexes by the fact that such indexes invariably referred to a great number of volumes not on their shelves. This difficulty was met by the suggestion that the index be checked up by entering the call number of such volumes as the library possessed in the margin of the contents, *i.e.*, the table of works analyzed.

A member asked if anyone present had tried the cumulative plan in printing catalogs. Miss Van Valkenburgh said her experience had been interesting, that she had intended cumulating her bulletins every two years, but that the printer had declared it cheaper to begin all over again. Mr. Wilson, of Clark University Library, said that the difficulty usually was with the printer, that he was himself experimenting in this matter, and hoped later to be able to report something definite to the American Library Association. Miss Mann, of Pittsburgh, said that the Carnegie library had successfully employed the method; that by using proofs from slugs kept by its printer for a period of years, it was saved the work of composition, though not, of course, of revision. Mr. Davis, of Laconia, N. H., stated that he was issuing a quarterly bulletin, wherein he prints lists that later can be cumulated and form the catalog of his library, for these lists are entries for the books he is reclassifying, and since he is going over the whole library class by class, the cumulated result will be a classed catalog.

Mr. Stevens, of the Homestead (Pa.) Carnegie Library, turned the attention of the meeting to what he termed the increasing technicality of catalogs, and made a plea for greater simplicity. Miss Hitchler pointed out that this danger of making a catalog too technical, and therefore difficult to use, would be avoided if the cataloger would keep in mind the point of view of the general reader. This done and each new borrower given a few hints as to the use of the catalog, most

difficulties vanish. Miss Williams, of the Malden (Mass.) Library, suggested that the reference librarian was useful in making the connection between the public and the catalog, and Miss Hitchler added that the cataloger herself should be in close touch with the reference department as well as with the public. Miss Bragg, of Worcester (Mass.) Public Library, suggested that the difficulty was being solved by the schools where the children were being taught how to use a catalog, to which Miss Hitchler replied that if difficulty existed it was not with the children, but with the adults. Miss Van Valkenburgh interposed, "How lovely for the next generation of librarians!"

Miss Hitchler then called on Mr. Foss, of the Somerville Public Library. He said he had never been a cataloger, but that since he had heard Miss Van Valkenburgh's paper he felt that some day he might aspire to be one. Cataloging he conceived as the art of conveying wisdom from one who has it to one who has it not, in a simple manner.

The chairman then emphasized the necessity of not being hidebound in adherence to rules. The catalogers of small libraries, she stated, sometimes followed printed rules to the letter out of fear of adverse criticism from other librarians. Her advice was, "Adapt and do not be afraid." A member offered as an adaptation, the introduction into the catalog of a form of reference card intended to guide young readers from one field of reading to a better one. For example, under Henty, he places a reference: "If you have read these books, read Cooper," and under Cooper: "If you have read these books, read Parkman."

Mr. Hensel, of Columbus, Ohio, suggested that entries for references worked out in the reference department be introduced into the catalog. Miss Van Valkenburgh objected to having such material in the public catalog. Miss Hitchler, on the contrary, favored such use of all material once found. She suggested the use of colored cards to indicate the temporary character of the entries.

Miss Elliott, of the Wisconsin Library School, reverted to the subject of making an intelligent explanation of the use of the cata-

log to each new borrower to start him on the right road. Mr. Merrill closed the discussion by pointing out that after all the catalog was made for the average person and the average person could use it.

The nominating committee then announced

the names of the candidates: for chairman, Mr. William Warner Bishop, of Princeton University; for secretary, Miss Van Valkenburgh. They were unanimously elected. The meeting then adjourned.

EDITH P. BUCKNAM, *Secretary*.

TRUSTEES' SECTION

A MEETING of the Trustees' Section of the American Library Association was held on the afternoon of Monday, July 2, in the ball room of the Mathewson House. The chairman, Washington T. Porter, called the meeting together at 3 o'clock.

Dr. JAMES H. CANFIELD read a paper on

THE BASIS OF TAXATION FOR PUBLIC LIBRARIES

(See p. 36.)

W. I. FLETCHER: Theoretically the address we have just listened to is well nigh if not quite perfect; but certain thoughts which I had previously on this subject are raised anew in my mind in connection with the words "and more" which Dr. Canfield used when he spoke of the public library as doing what the public school does, "and more." I have never been willing to have public library taxation stated as justifiable on so nearly the same ground as public school taxation, as Dr. Canfield has stated it. Go to-day into the homes where you will find books from the public library. How many of those books in any fair sense can be said to represent the education of the people? Possibly a great many, but how large a proportion of the whole? They represent several things and these come in under the "and more." They represent, in one sense, taxation for economic benefits. The public library provides books by which a man becomes better acquainted with his trade. That, of course, is education in a sense, but a great deal of it is not quite what we should include in education. Then there is the great number of books taken out and read for recreation. It is not true, as some allege, that a very large share of money raised by taxation for the library goes to pay the expense of circulating recreative reading, be-

cause there is so great a difference in the proportion of that reading and the proportion of taxation that goes to that reading that it almost renders the criticism nugatory. However, I like to feel that the community is justified in paying out money raised by taxation for recreative reading on the same ground that it spends money to support parks. I would like to see a little more stress laid upon the recreative value of the library. Recreative reading is one of the best things we can possibly furnish if it is as good as most of the recreative reading we do furnish. And another thing that comes under the words "and more" is that vague thing which we call culture. Our schools are often said to exist for the culture of the community, but there is a line between education and culture, and the library stands for something higher in standing for culture than the schools do in standing for education. I like to feel that it is in this æsthetic element, in this cultural element, different from what we expect our schools to furnish, that public money spent for the public library finds its real and highest justification.

Mr. ARTHUR E. BOSTWICK read a paper on

THE WHOLE DUTY OF A LIBRARY TRUSTEE— FROM A LIBRARIAN'S STANDPOINT

(See p. 40.)

The CHAIRMAN: Finding that Dr. Wire was occupying both the position of trustee and librarian, I have asked him to respond to this, and speak on

THE WHOLE DUTY OF A LIBRARY TRUSTEE— FROM A TRUSTEE'S STANDPOINT

Dr. G. E. WIRE: I think I am one of the few who are both a librarian and a trustee;

that is, I am most of the time a librarian and part of the time a trustee. As Mr. Bostwick has said, the main idea seems to be to pick out a good man or woman for a librarian and supply all the money that can be raised and let them do the rest. That is rather the ideal conception of a trustee from a librarian's standpoint, and in a great many cases it is also the idea of the trustee. But it should vary according to the circumstances in the case. You will all recognize that there are some types of libraries where the trustees must do a good share of the work. In a great many of our New England libraries the librarians are getting but very little money — perhaps \$50 or \$100 a year — and naturally they have not the requisite technical skill to administer the library properly, and the trustees have to do, and in many cases do, quite an amount of the librarian's work. Of course I do not mean that the trustees discharge or charge books or catalog them or make out bulletins; but they look after many details. As a trustee I consider it the duty to look after the broad general management of the library, if it is possible, and let the librarian, if competent, do the rest. There are but few trustees who have the technical knowledge to understand many of the details of library administration. The newly appointed trustee has to go through a certain amount of technical education before he knows what he is there for, and until he has been educated he is liable to do more harm than good. But I have in mind many trustees who are doing, as we all know, the very best work, are informing themselves concerning library matters, have pleasant and cordial relations with their librarians, and are, as Mr. Bostwick has said, really ideal trustees.

The trustee is directly responsible to the public, and is the one who is held responsible by the public in many cases if the library is not carried on aright, and properly so. He may have an incompetent librarian, or a librarian or a regime which has got into a rut and is not easily changed. In that case the public should be a little merciful to the trustees and give them time to get out of the rut. But there are one or two things that the trustee should know, perhaps in some cases a

little better than he does know them. What we term the philanthropic side of library work, what we call the "library spirit," he should understand. Some trustees are used to large business enterprises and they want to run the library much as they run a shop. But it is, to all intents and purposes, an educational institution; it cannot be run on a time schedule, with fines for non-attendance and all that sort of thing; the employees are supposed to be of a superior grade of intelligence and are not to be held to the hard-and-fast rules of the shop. Some trustees might well consider that library employees are expected to give more than a few dollars' worth of time a week to the library; they are supposed to put into their work, as do the teachers, a certain amount of devotion and personal work which as librarians we know about, which they are often not given credit for; they frequently have to work over hours, and if, by reason of sickness of other causes beyond their control, they should be absent, that should not be laid up against them. They should not be considered as shop workers. But I am happy to say that from my observations, particularly on the librarian's side, trustees throughout the country are coming more and more to the position of ideal trustees.

The CHAIRMAN: I take pleasure in presenting to you the Hon. David A. Boody, president of the board of trustees of the Brooklyn Public Library; and I will ask Mr. Boody to say something to us on the subject of the

CARNEGIE DONATIONS

Mr. BOODY: Criticism is frequently heard of Mr. Carnegie's donations, indicating that it was still a debatable question whether it were wise on the part of Mr. Carnegie to give or wise on the part of the public to accept his donations with the conditions attached. Just a word in reference to that point. Is it a good thing for a man to defend his country when his country is assailed? Is it an honorable thing for him to place his life between his country and her assailer? We know that when men do these things they are honored, we know that we carry a grateful remembrance of such deeds in our

hearts, and we know that over their graves monuments rise. But, you may say, what is the special relation between the giving of money and defending a nation's life? It seems to me it is nearer than we may think at the first glance. These ideas that give to men a conception of duty come from the work of libraries, from the books which are read, from such acts as those of Mr. Carnegie, in establishing all over this land these schools of thought, these inspiring sources of action.

Many questions are asked concerning the character of public donations—their effect is feared on the person who receives them, that it may take from him that energy necessary to the establishment of character and to the success of business. But think of the peculiar character of Mr. Carnegie's donation. It never weakens a hungry man to give him food; it never impoverishes an intellect to give it intellectual food. If there be a kind of donation in all the world that should be free from such criticism as we hear bestowed upon the act of giving generally, it is this kind of donation. This kind of giving is for the purpose of helping men to help themselves. There is a fear in this land that wealth in some form or other will destroy the character of our people. It is no more dishonorable to be a rich man than it is to be governor or President, providing always that the same degree of honor and integrity has been pursued in the one case as in the other, and I beg you to remember that this country affords opportunities for great distinction and for winning great prizes. Men with integrity and intelligence and push can hardly fail to become rich men. The point is, how will they use their money? Will they allow it to destroy ideals of American citizenship or will they carry back this wealth to the people and thus enrich all of the inhabitants?

C. W. ANDREWS read a paper by MELVIL DEWEY on

THE IDEAL RELATIONS BETWEEN TRUSTEES AND LIBRARIAN

(See p. 44.)

The chairman introduced Miss M. E. AHERN, to speak on

WHAT AN EDITOR THINKS OF TRUSTEES—OF SOME TRUSTEES

Miss AHERN: There are trustees and trustees. I like the word "trustee," one to whom a trust has been given or with whom a trust lies. A little clearer vision on the part of some of the trustees as to just what constitutes the trust might produce better results for the library, for the community, for the librarian and for the trustee himself. Oftentimes the thought of the trustee is that his trust lies altogether in bricks and stone, in providing for the physical comfort of the community, in providing a suitable dwelling, to seeing that the plumbing and the lighting and the heating and the furnishings and the fittings are what they should be, and that there are books on the shelves, and that then his trust is carried out, forgetting that there remains with him also a duty to see that the people for whom all these things have been prepared are made acquainted with the provision that has been made for them. Trustees should be men and women in the community who have demonstrated by their own lives and by their own business accumulations that they have the ability to conduct business on proper lines, who can differentiate between things that are essential and those that are non-essential, who have pride in their community and a love for their own people.

A number of librarians have suggested that in these remarks I should say something in their behalf, and I have invariably replied, "If you have a trustee who comes to the American Library Association Conference there isn't much need of saying anything for you, because he is there to see and hear, and if he is of the material that he should be he will see and hear, and if he doesn't see and hear, nothing that I or you or anybody can say will help him much. The thing that needs to be said needs to be said in your home town." But I would refer briefly to the matter of sending the librarian to the annual meetings of either the American Library Association or the library association in his home state. I do not know that I can put it any more strongly than by repeating again what a business man said as he talked to me and to a librarian, that when he sends

his engineer over into another state to see the machinery of a large factory, to hear how a new plant is working, to get pointers for his own work, he does not expect that engineer to pay his own way, but he expects to send him at the expense of the factory, and expects to use the information received on this visit in furthering the interests of his own business. I think any trustee who is a business man will agree with that point of view and will see its application to the library.

H. T. KELLY: We have all been entertained and benefited by the papers read to-day, and I would like to make a suggestion to the officers of this section. I arrived here when the meeting started, after 27 hours of steady travel, and I find that the Trustees' Section gets simply one meeting during the whole

Conference. Now would it not be possible to have a second afternoon during future conferences, devoted to discussion of the papers which have been read at the first meeting of the Trustees' Section? There are many things that occurred to me before I arrived here, there are more that have occurred to me since I have heard these papers, and I think we should all derive a great deal of benefit from opportunity for general discussion. I throw out this suggestion because I think one of the great benefits to be derived here is not simply to hear the papers, but to discuss them also.

Officers were elected as follows: Washington T. Porter, chairman; Thomas L. Montgomery, secretary.

Adjourned.

CHILDREN'S LIBRARIANS' SECTION

THE Children's Librarians' Section was represented at the second general session of the American Library Association Conference on Monday morning, July 2, when papers were read on

THE CHILDREN'S LIBRARY A MORAL FORCE

by CLARA W. HUNT.

(See p. 97.)

and

THE PROBLEM OF THE GIRL

by LUTIE E. STEARNS.

(See p. 103.)

A meeting of the section was held on the morning of Thursday, July 5, in the ball room of the Mathewson House, the chairman, Mrs. Arabelle H. Jackson, presiding. The meeting was called to order at 10 o'clock by Mrs. Jackson, who said:

It is three years since the Children's Librarians' Section has had a meeting. Two years ago, at the St. Louis Conference, there were no section meetings, and a year ago at Portland the section had only a business meeting for the election of officers. While the

section has been glad during these years to have its papers presented in the general sessions of the American Library Association, we are very glad of this opportunity to have a regular section meeting again, because we feel that some questions in regard to children's work can be discussed to a little better advantage in a section meeting, where we take it for granted that all those present are interested in the particular subject.

A paper on

THE BEGINNINGS OF A LITERATURE FOR CHILDREN

by CAROLINE BURNITE

(See p. 107.)

was read by J. I. Wyer, Jr.

The CHAIRMAN: Miss Burnite has prepared and had printed a list of early children's books, some of which she has mentioned, and I am sure this list will be of great interest to all who are interested in children's work. The paper is now open for discussion, and we should be glad to hear from Charles S. Greene, the librarian of the Oakland Public Library.

C. S. GREENE: I am glad to appear before an audience of children's librarians, though not because the West has anything particular to boast of in that line. We are still in some of the inchoate stages of evolution, and we are glad to imitate the methods that have been wrought out by our Eastern friends. This list is a most suggestive one for us. We have not, of course, made any special historical study of the bibliography of children's books. We have simply taken them as we could get children to read them and have made the best use of them that we could. We have, however, used a good many books that are found on this list, and the list will be of great value to us in making more complete our lists of books in the historical section. One thing that struck me about Miss Burnite's paper quite specially was the strong spiritual note through it all, the ethical bearing of it. It shows that in children's library work, as in a great deal of other work connected with libraries and with books, the spiritual, the ethical, even the religious basis is the seed from which it sprang. The first of our modern literature sprang from religious motive. The monks through the Middle Ages preserved all that was best in the ancient literature and added to it from strong religious motive; our drama sprang from the religious drama first, the church was the foundation of that; and even the latest literature we have developed, and that is the books for the children, have the same origin. In the same way the first books that were printed for blind people were religious books, printed by tract societies in order that the blind people might consider their latter end. And so in this paper Miss Burnite has treated the child not as a lump of clay to be moulded, not as a blank sheet of paper to be written upon, but as a creature, compact of spirituality, of imagination, of impulses—in short, as a living soul.

Miss HEWINS: Miss Burnite's paper has given us all a great deal to think of. There is one author whom she has omitted, probably because it is very hard now to find her stories in print; but they are very well worth reprinting. At just about the time when

Peter Parley was beginning, or perhaps even a little before, Lydia Maria Child began to publish her *Juvenile Miscellany* in Boston. For seven or eight years it appeared; sometimes it was published every month and sometimes every two or three months. I have nearly all the numbers. And Mrs. Child was writing in it stories for children which are remarkable for their simplicity, for their clear English, their absence of didacticism and their knowledge of children and of what they like. She wrote also sometimes little historical and biographical articles, lives of famous musicians and famous dwarfs, and she had contributions from people like Mrs. Sigourney and others who were well known at the time, and she had also translations from the German. Indeed, the first translations from the German that I know of in children's books are in that *Juvenile Miscellany*. The first mention of a Christmas tree that I know appears there. Then later the stories were collected in book form. One of them was called "Flowers for children," and there was a favorite tale of mine called "Laraboo," which was in the "Flowers for children," and which I found a few years ago back in the *Juvenile Miscellany* about in 1830. It was a tale of an African woman who was seized, with her child, by a hostile tribe, and, going across a desert, a sandstorm overtook them. The child before that had been thrown away into the desert. She escaped into the sandstorm and found an oasis, a little cave where there was a panther, and she and the panther became friends and remained friends for some time, and at last the panther was accidentally shot just as they were getting to a village. I remember reading that most thrilling tale to some of my staff a year or two ago, and one of them said immediately, "Why, that is Balzac's 'Passion in the desert.'" It appeared in the *Juvenile Miscellany* just about the year that Balzac first published that story—about 1830. Mrs. Child had evidently read it in French, had seized upon it as something that would interest children, and had changed it a little. And it remains one of the most interesting, delightful and thrilling stories for children, I think, that has ever been written.

We have in our children's room pictures of famous places, and just now I am reading to children of the seventh and eighth grades—those who choose to come—some stories about the faces that are mentioned in the pictures, and one of them is Windsor Castle. I read to the small audience the other day Grace Greenwood's story about King James I. of Scotland and Lady Jane Beaufort, and later Mrs. Child's story of the "Royal rosebud," the little daughter of Edward IV., and the style of these stories delighted the children so much that you could have heard a pin drop in that room for the hour while I was reading. So that I am sure it would be a good thing if those stories of Grace Greenwood and Mrs. Child could be reprinted for the use of children.

H. H. BALLARD: I was interested to see in this list one book of Mrs. Ewing. There is a book by Mrs. Ewing's mother, "Parables from nature," by Mrs. Alfred Gatty, which was published, I think, in the "fifties" or perhaps the early "sixties," which is of great interest and of great value to young persons, and is of interest from a library standpoint as showing the fountain of literary beauty and strength from which Mrs. Ewing, Mrs. Gatty's daughter, drew her inspiration. Mrs. Gatty was for many years the editor of *Aunt Judy's Magazine*, published in England, which contains a larger proportion of literature excellent for young persons than any other young persons' magazine ever published, not excepting *St. Nicholas*. If the old files of that magazine can be obtained by any library that library will secure a great treasure because it contains the beginnings of Mrs. Ewing's writings as well as the flower and fruit of Mrs. Gatty's ripe scholarship and intelligence and sympathy with young persons.

Mrs. JACKSON read a

REPORT ON LIBRARY WORK WITH CHILDREN

(See p. 89.)

S. H. RANCK: This admirable report I feel is one of the most important reports on this work that has ever been presented to a meeting of librarians. There is only one

thing in the report that I should like to refer to, and that is the reference to disorder and lawlessness in libraries or branch libraries in good residential sections of the city. In the city of Baltimore, where I was engaged in library work for many years, we had the greatest trouble on account of lawlessness and disorder in the branch library that was in the best residential section of the city, and I have found that to be the case, not only in that city, but in a number of other cities. The boys who created the trouble came from the homes of well-to-do people, where there seemed to be no, or, apparently, very little discipline and they thought that they were better than other people, that they had more rights than other people, and that they were laws unto themselves, and as a result the library suffered from a great deal of disorder and lawlessness in that particular branch.

Now I should like to say a word or two with reference to Miss Hunt's paper, presented the other morning. It seems to me that one of the most important features was not sufficiently emphasized in that excellent paper, and that is the personality of the children's librarian. To my mind, the personality of the children's librarian is of equal importance with the books that are in the library. We all know that in the history of the world the great movements and the great things that have been done have been due very largely to the personality of a few men or a few women who stood back of the idea, who stood for an idea. Frances Willard stands for an idea, and it was her personality, in my judgment—more perhaps, or just as much as the idea itself—which was the cause of the great movement that swept over the world and for which she stood. And so, from Plato to Phillips Brooks, the great moral teachers of the world and the great men and women who have influenced the world have done that largely through their own personality, and in all work with children it seems to me that we should emphasize the personality of the children's librarian first of all. I will go further and say that, in my judgment, the public library movement to-day is weakest in that one point, in the fact that

we do not get into our work enough personality, and that we should constantly endeavor to put in our work, not only with children but with adults, a greater amount of personality and personal force. The selection of books, the character of the books is vital and is important; but we must not forget that the personality of the men and women in the library who are coming in contact with the people should ever be kept in mind, and the children's librarian, most of all, has the opportunity to make the personality of her work and of herself felt in a way which is impossible or which is not so possible in the other departments as it is in the children's department.

In closing, I should like to urge upon librarians in general the importance of regulating the work of the children's librarian especially so that her time is not absorbed in details and routine, so that she may have plenty of time to do personal work. If the children's librarian feels that so many books must be disposed of or a great amount of routine work must be done every day, this personal work cannot be done; but it should be thoroughly understood and imbued in the minds of every one about the library that when the opportunity for personal work is present the library gives all the time that is necessary to do that work not only freely but gladly. (*Applause.*)

H. H. BALLARD: As was evident in this report to which we have listened this morning, the question of fines seems to have caused us all a good deal of trouble. I think there is no doubt that fines are of little value unless they are regularly collected. The primary reason that it is difficult to collect fines from the children's room is that the children do not like to report to their parents that fines are due on their books, and if a memorandum is given to a child to carry home it is apt to be carelessly or intentionally lost. We have found in our library the same condition which was reported from several libraries, that there was a large accumulation of back fines and no method had yet been devised by which those back fines can easily be collected. We have, however, now solved that problem, and within the last three

weeks all of the fines running back for the past year, some five or six hundred of which had accumulated, have been collected, with the exception of perhaps 25 or 30. It was done in this way: the question arose, Has the public library a legal right to collect its fines? If so, Is it desirable to do so? The question was submitted to lawyers and we found that the right—in our city at least—was undoubtedly in the hands of the trustees. We therefore went to the district attorney and got him to sign, as district attorney, a simple statement to this effect. We then prepared a printed notice stating that a fine was due, that the library was authorized to collect this fine by entering suit if necessary, but to avoid trouble and to reinstate the offender in library privileges this notice was sent. These notices were sent out by registered mail, at a cost of ten cents, giving practically the service of a trained messenger, and bringing back formal receipt certifying that the notice had been delivered. As a result of this process we recovered within two or three weeks about 75 or 80 per cent. of all back fines.

Among methods of influencing children to read there is the method of meeting large groups of children personally in their school room. I had the privilege of speaking a while ago to 500 children at once, and there is great economy in this arrangement. In your children's room you may have but a few at a time, and it is somewhat difficult, even in the reception room or lecture room of a library, to accommodate large numbers of children. Moreover, in the school room they are in their quiet seats, they are comfortably seated, and they are under the discipline of the school, so that you have perfect attention. You then can speak to anywhere from 30 to 500 children at once, according to your opportunities. And the best plan which I have ever found to interest children in a given book is to take the book to the school and read from it, closing with the statement that the rest of the story may be found in the book at the library. I have found that there has never been a single occasion in which a book has been in that way partly read to a school or class of

children that it has not happened that within three or four days there has not been anywhere from six to a hundred calls for that book at the library.

With regard to the care of books, there is one suggestion, and that is that it is quite important for the librarian in charge to manifest in the presence of the children that respect and regard for books which he would like to encourage in them. If the librarian throws out books to the children in a careless manner, and receives them and throws them back on some table as if they were so much merchandise, it will be difficult to instil into the children that reverence and care for books which they ought to manifest.

C. W. SMITH: I can only speak in a general way, for a moment, about the feeling that I have regarding children's work. I presume you have heard it over and over already. It seems to me that it is the one work of the library where we can see results, where we can see the work of our hands as we do it day by day and year by year. It is almost the only work that gives us real encouragement to go on with the detail, the everlasting round of duty, maintaining the public library and hoping for its influence on humanity. And so it certainly is worth doing well. It must be done well, it must not be wronged or belittled in any way. We can afford to make mistakes with grown-up people; perhaps we cannot hurt them very much, perhaps we cannot do them very much good. We have an axiom that we cannot help an adult very much about his reading; but a child we are certainly forming like clay in the hands of the potter.

W. H. SARGENT: In asking me to take a part in the discussion of this subject Mrs. Jackson expressed the opinion that my reasons for the organization of a children's room in my library might be of some help to others. Recognizing the fact that the expansion of ideas of library management would make the children's room inevitable in planning our building, I made due provision for such a room and fully equipped it for the purpose, though I did not expect to put it in operation immediately.

The extremely valuable paper by Miss Hunt which we listened to last Monday covered the ground so fully, so satisfactorily that there is really little more left to be said on the subject. When I first put my hand to the plough of my present profession library schools, children's rooms, decimal and expansive systems, dictionary catalogs, with or without Cutter's rules, had not seen the light of day. The dear, slim old "Poole's index" was in existence, but it was but the shadow of a shade of its present lordly proportions. We charged books in ledgers in those days, and when I drew up a draft of a slip system of charging my board turned it down because they thought that it would be disagreeable for the ladies to take their gloves off to sign the slips. So, you see, from the present standpoint I am not much of a librarian, whatever may be my age and experience. One thing is certain, and that is that I have not the honor to be a children's librarian and that I surely do not propose to attempt to instruct experts, like those around me, in their duties and responsibilities; but, at the risk of repeating ideas already expressed, I will state in a few words not how you *ought* to, but how you *have* made the children's library, not only a moral force, but, in fact, a very strong one—one whose effect will last for years to come.

Beginning at the root of matters, the strongest original moral force in a children's library is the idea of ownership—ownership of the room, of the books, of the librarian and of the librarian's willing services. Having this as a basis, how have you built on it? You have used the very greatest care in the selection of books to purchase; you have made constant endeavor to induce the children to read instructive and elevating works in place of or in addition to those taken out merely for amusement; orally you have directed their attention to ideas in nature, in art and in literature such as enlarge their mental scope, and you have probably, nay certainly, discussed with them simple ethical questions such as cannot fail to elevate their moral condition, avoiding, however, allusions to purely religious matters, the treatment of which properly appertains to other agencies.

All of these things you have done in a careful and pleasant way so as to interest the children. Again, the reference work of the children's library, under your fostering care, has exerted a strong moral influence, based as it is on the certainty that if information is desired on any subject the children can get it from or through their own librarian, who belongs to them specially, and who shows that she is delighted to help them in every way that is possible.

Of course there are other means, and numerous, which, through the operation of children's libraries have exerted and always will exert a strong moral influence over the little ones. Standing here to-day and gazing upon the ardent, earnest faces of those who are engaged in this most important work, I may be excused if I assert positively that you, one and all, have in the past (as you will do also in the future) exercised each and

every one of these moral influences to the very best of your power and ability.

The CHAIRMAN: The most encouraging feature in the children's librarian's work this morning is the fact that we have with us in the Children's Librarians' Section representatives of libraries from the West, the South and the East, showing that the interest in work with children is as broad as our country. The work, while perhaps it is the newest work in the library, is certainly progressing, and we are very glad to have had the privilege of hearing these speakers from the ends of our country.

Adjourned.

[Officers of the section for the ensuing year were elected as follows: Miss Alice Jordan, Boston Public Library, chairman; Miss H. H. Stanley, Brookline Public Library, secretary; members of advisory committee, George F. Bowerman, Edwin H. Anderson.]

SMALL LIBRARIES: ROUND TABLE MEETINGS

TWO round table meetings for those interested in the work of small libraries were held at the Mathewson House in connection with the Narragansett Pier Conference. The first, held on Saturday evening, June 30, was in charge of Miss Frances L. Rathbone. The second, on Thursday evening, July 6, was in charge of Miss Mary E. Downey.

FIRST MEETING

The first round table meeting was devoted to one general topic, "How the small library can increase its efficiency by outside aids," considered in four subdivisions. The meeting was called to order at 8.30 by Miss Frances Rathbone, who said: "A library of 30,000 volumes cannot specialize in any line, and in that sense a library of that size needs to turn often to the outside aids that we are to discuss this evening. In any sense, indeed, we are told that in the East all libraries under 5000 are considered small. In the West we are told that libraries from 200 or 2000 volumes are considered small, and that the East does not know what a small library is. So if

that is the case perhaps we had best carry on this meeting for the advantage of libraries of from 500 to 2000 volumes, and then all who represent larger libraries may take advantage of the points they can gain from it. What we want is to see how far the work done by the commissions and the state associations and the large libraries is really helping the very small library, for the small library needs help most.

We are to discuss this evening the small library in its relation to outside aids. The next round table meeting is to take the small library in relation to inside aids. As the outside aids we are going to consider the state library commission, the state library association, the larger library, and the library's own public; and throughout our discussion we are to keep the point of view of the small library. Miss Stearns will begin by telling us

WHAT THE STATE LIBRARY COMMISSION CAN DO FOR THE SMALL LIBRARY

Miss L. E. STEARNS: The whole spirit that should characterize state library commission

work should be absolutely the spirit of helpfulness. There should be nothing dogmatic about it, there should be nothing domineering about it, and state library commission workers should always keep in mind the difference between counsel and interference. The state library commission worker should always put herself in the place of the librarian of the little library; she should always imagine that she is in charge of the library that she is visiting, that she has the same problems, the same big task, and the same little mite of money with which to run the library.

In the matter of organizing the library, the ideal commission worker would have the wisdom of a Dewey, the patience of a Cutter, the tact of a Putnam, untiring energy, unvarying enthusiasm, a love and sympathy for human kind, adaptability, resourcefulness, a sense of humor and uncommon commonsense. We know of a library organizer who went to a little place where they had the enormous sum of \$50 on which to run the library for a year, and this organizer, with her head full of all the apparatus which she had seen in a large library, expended at once \$27.50 upon supplies, leaving the distracted board and librarian with less than half the money which was to run that library for the rest of the year. That is where adaptability and resourcefulness come in—to be able to utilize everything, to get along without a perforating stamp, and so on.

The financial side of state aid is a delicate thing to handle, because along with such state aid usually goes the element of supervision. There are several states that give a hundred dollars' worth of books to any community that establishes a library. The hundred dollars' worth of books are given, the books are read by that generation, and oftentimes they stand on the shelves waiting for another generation to read them. In other states, however, instead of giving books as a permanent donation to the library, the commission says to a little community: "If you will organize a library we will send you a hundred books every year, in the form of one or two travelling libraries, these books to be read, enjoyed by your people, and then

passed on to some other community to be read and enjoyed there." In that way it is possible to keep up interest in the library, because the popularity of any library depends upon frequent exchange of books, so that one great means by which commissions may aid libraries is in constantly sending that library fresh, wholesome literature instead of just sending them a hundred books at the beginning and then letting nature take its course.

In the matter of printed aids and guides, the commissions nowadays are relieved from their former responsibilities in preparing book lists, through the kindness of the Publishing Board of the A. L. A., which issues the very excellent *A. L. A. Booklist*. One commission subscribes for 500 copies a month of that list, and sees that every library in the state secures a copy.

Commission bulletins are very helpful aids for the purpose of exchanging library information in a state, and making the libraries feel that they are part of the state organization.

In the matter of frequent visits for counsel and suggestion, when a librarian confesses that every time after the commission's library visitor leaves her, she goes to bed with a severe sick headache, then we realize that there is something wrong with the visitor. As I said in the beginning, the visitor should always recognize a difference between counsel and interference. The visit should be of a most friendly nature in every way, and the visitor should put herself in the place of the librarian and be in complete sympathy with the one whom she visits.

Round table meetings are capital aids for little groups of library workers, for places along the trolley lines, where a number of people can come together and discuss problems of an afternoon or a day. They are a capital thing for the librarians who cannot afford the money or the time in which to attend the larger state and A. L. A. gatherings. A distinction should be made between a round table meeting and an institute; they are oftentimes regarded as synonymous, but an institute should be longer than a round table meeting. A round table meeting is a matter

of a day, an institute is supposed to be a series of meetings for a number of days, and always, under the strict interpretation of the word, ending with an examination. A summer school is an important aid, where a young woman can go to brush up on her technical knowledge, to get a survey of the wider field, to find out her mistakes and errors and be inspired to go back and do better work in her library.

The state library commissions may help small libraries a great deal in letting them know where they can secure travelling exhibits of different kinds, lantern slides, etc. Permanent exhibits can be secured in this way as well. Then, in the securing of legislation, the state library commission, as a state body, under authority of the state, may help very largely in having a pernicious one-mill tax removed, which oftentimes prevents a town having any library at all. The commission being at the state capitol, the people connected with it can use their influence in having restrictions removed and adequate appropriations made for libraries.

In conclusion, I want to pay my personal tribute to the librarians of the little libraries, in their endeavors to reach out and help every man, woman and child in every community. When we go to Washington we admire the great Congressional Library, we admire the Boston Public Library, and the great libraries that are being put up all through the country through the beneficence of "St. Andrew;" but there is many a little library that is much more of a monument to the endeavor, oftentimes to the heroic and self-sacrificing endeavor, of the fine librarian in charge of it.

The spirit of the state library commissions of this country is such that they intend to "keep everlastingly at it" until every man, woman and child in America has access through the public library, travelling library, or some form of library, to good books, for it is the motto of the state library commissions that "It is after all not the few great libraries of the world, but the thousand small libraries that may do most for the people." (*Applause.*)

Miss JULIA E. ELLIOTT: If the library visitor comes in friendliness and makes the suggestions that occur to her, they will be taken

in the right spirit if offered in the right spirit; but I should like to emphasize one point, and that is this: the library visitor, I think, bears too much in mind the technical side of the work. She goes to a library with the idea of seeing all its faults and of helping to correct them, but she forgets that many times the librarian is struggling with other difficulties than library records. The most helpful thing that the library organizer can do is to interest the people of a community. The untrained librarian perhaps has not the power of seeing her opportunities, and as the result she is unable to grasp those opportunities to make her library a real force in the community. While I do not wish to say that accurate records, library technique, are in any way unimportant, I do think that the other is far more important, and that is what the library visitor should start out to do — placing her emphasis upon helping the librarian from the inspirational side. It is quite within the province of the visitor to do some of the things that the librarian of the little library is not capable of doing, such as getting school children interested. It is not every untrained worker or even every trained worker who can go into the schoolroom and talk to the children, or who can go to the women's club and talk to the women of the club, or who can go to a business men's organization and talk to them, and these seem legitimate ways in which the friendly visitor can help the librarian of the small library in interesting the people of the town in the library.

Then there is another thing that in this busy world we are too apt to do, and that is make our visits too short. Perhaps we stop between trains in some small town, and expect in an hour or an hour and a half to do all that (if we stop to think) would require a couple of weeks or maybe months to accomplish. We should give enough time to the small libraries, not only to see the librarian, but to see the directors of the library and become acquainted with the people of the town and get them interested.

Miss CLARA F. BALDWIN: One of the most useful departments for commission work in reference to the small library — and I have in mind the library of less than two or three

thousand volumes, where the librarian ordinarily has from \$15 a month up to \$35 a month perhaps—is the work of the summer schools. The summer schools have been looked at somewhat askance, I think, by some librarians, as furnishing a short cut to library methods for people who might take fuller courses, but in the newer states where the commissions have been at work but a few years it seems to me that this criticism does not hold. Of the students who attend these schools, the large majority come from the small libraries that we are speaking of. The inspiration librarians get from association with co-workers, with people who have similar problems, is very helpful, and the summer school gives an opportunity for the interchange of experience and develops a feeling of unity among library workers throughout the state.

W. R. EASTMAN: In New York a library is not small if it is over 500 volumes, and the librarian who gets \$15 a month gets more than 60 librarians in New York receive. And there are a great many who cannot even consider the summer school. The commission officers must be in perfect sympathy with them, understanding exactly where they stand and what work they have to do, and encouraging them and helping them as friend to friend. That is the first thing for a commission to do.

MISS MERICA HOAGLAND: In the Indiana commission we have tried recently the experiment of giving five dollars' worth of supplies to the libraries that receive \$500 or less in annual income, for we have found that the very first purchase of supplies is a bugbear to the library board that knows absolutely nothing of the Dewey system and all that it entails. Therefore the offer of this first five dollars insures the organization of the library with some of the tools we should like to have placed in it.

Another new development is that of having library school students—that is, one-year students from the library schools—take part of their apprentice work in the small libraries of the state, so that in Wisconsin and Indiana and other states, the small library situation is being helped out by the library school

students going into these small libraries, giving their work free of charge as apprentice work, and helping the small library.

THE CHAIRMAN: How long do the students give this assistance?

MISS HOAGLAND: For three weeks; the work of two students for three weeks each makes six weeks' service to the library.

MISS EDITH A. PHELPS: A question with our library is the matter of subscription books. Can the commission reach that? For instance, almost every little town has a small library and they have bought, say, Warner's library, or the "Historian's history of the world." They have those and practically nothing else, because the rest of their collection consists of a hundred volumes or so, given by townspeople, and there is no money for more.

THE CHAIRMAN: It is often true that in the country the people who are least able to spend money for books buy these expensive sets of books instead of the books they could really use, and the libraries suffer in the same way.

ROBERT P. BLISS: Those of us who are connected with libraries and come in contact with other library workers, do not realize the deadly influence there is in isolation. One of the most helpful things that a commission or a state organization can do for the small libraries is to devise ways and means of bringing together the librarians of the little libraries who do not come in contact with other workers, because there is a feeling of encouragement that comes from just bringing them together and letting them talk with each other.

MISS KATHERINE McDONALD: I think Miss Phelps has brought out one of the most important duties of commission work, and that is the assistance that a commission may give in the selection of books. In the Wisconsin commission we feel more and more that it is one of the most important services that the commission does for the small public library. It saves money, it helps the development of the community, and its aid is the most far-reaching. Our *A. L. A. Booklist* has been of great assistance, but there must be some one who is willing to check that list and help the small libraries make their first collection; not

only that, but they need help in building up their collection of old books as well as of new ones.

The CHAIRMAN: The next topic which will be opened by Miss Stearns is

WHAT THE STATE LIBRARY ASSOCIATION SHOULD DO FOR THE SMALL LIBRARY

Miss STEARNS: I want to say one word in reference to the subscription book difficulty that Miss Phelps referred to. I know of one little library in a lumber town that had an income of \$150 a year, and one of the trustees was induced by a wily book agent to subscribe for a certain monumental historical work on the seven-dollars-a-month-for-the-rest-of-your-life plan, and upon being asked why he did it this trustee said it was because he was proud to have the name of his public library placed upon the list of subscribers to so monumental a work. (*Laughter.*) That was his one and only reason for buying a work which not a soul in the community would ever look at.

There are many state library associations located in states without commissions that can do a great deal of library commission work, first by sending some volunteer to help a little town to start right, then looking after that town and making friendly visits to the library. Thus much commission work can be done by the state library associations, if they study what state library commissions are doing and try to adapt it to their own field.

I am opposed to having just one central place, one permanent place, of meeting for a state library association—particularly in a large state. Perhaps the association always meets off in the southwest corner of the state, because it happens to be near a river or a lake, and 'way off in the western part of the state there are many people who cannot attend that meeting. If an association has an attractive place where its members like to go every year, they should not be selfish about it. They should at least have quarterly meetings every few months for the people who cannot attend from other sections.

Travelling exhibits of books or pictures may be prepared by a state library association

to interest the people. I have been greatly interested in what they have been doing in Texas. The Texas Library Association arranged a lecture circuit, and sent to Chicago for some of the best University men, and had them go about from library to library, thus dividing up the expense and giving the lectures under the auspices of the libraries. A state library association may also publish a bulletin containing information and inspiring articles on library work.

If you take the outline of the work commonly done by state library commissions and apply it to state library associations, you will find before you a vast field of work to be done in addition to having a purely social meeting once a year. Of course, the chief work of the state library associations in the West, South and Southwest should be that of securing library commissions to continue the work. That should be the primary endeavor of associations in states where there are no existing library commissions.

The character of the state library association meetings, I think, should be of a very different character in states where there are commissions. They should be less elementary. I should not turn over the work of an association to the commission to manage. I believe in having a division of interest for both.

Miss ANNE WALLACE: One phase that particularly strikes me is the preparatory work. The idea of not having a state association meet in a permanent place has its advantages, because by meeting in different parts of the state each small library has to take its share in making out a program. The press work and all of the preliminary work required, I think, is almost the best part of an association meeting. I remember at the Portland Conference—and, by the way, the Portland Conference Proceedings are a boon to me and to any member of a small library. I can recommend it to all. We bought ten copies last year, and now we have had them bound. I do not think we will ever find a number as good as that Portland number for this work we are now speaking of—a remark of Mr. Dana in which he says the best work of an association is the association itself. There is

one thing that our state associations are losing sight of, and that is the book selection. I remember when I was much younger and first came to the A. L. A. meetings how delighted I was by the book discussions that were brought out; and I remember particularly hearing Miss Helen Haines get up and talk about novels—flimsy novels you might call them to-day, novels that you wouldn't dare speak of perhaps in this big Association meeting, but novels in which we are all interested because Mrs. Tom, Dick or Harry had written to us and asked us to select ten novels for such-and-such a club. I think that if we could have book discussions it would revive a great deal of that interest. We hear much of the commercial librarian; she is an organizer and demonstrator and everything else but a booklover; but I should like to see in our state association meetings that interest in books revived.

The CHAIRMAN: We will now hear from Miss Bertha S. Wildman about

ASSISTANTS' MEETINGS

Miss WILDMAN: I submit the following:

Outline for starting a series of assistants' meetings

1. Divide the state into several local centers, and hold a series of five or six meetings each year in each local center.

2. Let the library that is to hold the meeting issue the invitations, sending one to every library in each local center.

3. Let the invitation state that a meeting is to be held under the auspices of the state library association; that it will be of interest chiefly to assistants; that one delegate preferably an assistant is invited (if there is only the librarian she will be the delegate); that the delegate shall be chosen by the staff, not appointed by the librarian.

4. Let an assistant, or if there is no assistant, the librarian of the library where the meeting is to be held be chairman of the meeting.

5. All of the staff of the library at which the meeting is to be held are privileged to attend the meeting or choose their delegates. The librarian may be invited to be present.

6. Make up the programs of topics of interest and value to assistants, but at each meeting have presented by an assistant a paper on some country or person attracting attention from whatever cause, also have a talk on

the late books, preferably non-fiction, followed by discussion.

7. Appoint a permanent program committee to whom suggestions shall be sent by assistants. Let this committee consist of the president of the state library association, the chairman of the meeting to be, and two assistants appointed at the annual meeting. Then if before the meeting is called to order the name and official position of each person in attendance is read, this can be understood to stand for introductions all around.

8. Refreshments, if served, should be so slight as to debar no library from volunteering as hostess and to be no serious tax on the library that entertains.

Sample

PROGRAM FOR JUNE, 1906

From three to five p.m.

Talk—A. L. A. Meetings—Does it pay an assistant to go.....	10 min.
Discussion.....	10 "
Paper—Ibsen.....	10 "
Discussion—Current books.....	15 "
Paper—Why an assistant?.....	10 "
Discussion.....	15 "

SOCIAL HOUR

There are four reasons why these meetings should be of help to assistants. First, assistants have less opportunity than others in library work of widening their outlook. By coming together and discussing ways and means of meeting the problems that come up, the assistants find out what others are doing; they learn to know what may be the foundation principle which governs their own line of work; they get out of the rut which comes to us all if we do not see any work but our own; and, if rightly conducted, above all they gain that *esprit de corps* which we call the library spirit. Second, these meetings teach the assistants executive ability to a great extent. If the assistant plans the meeting, conducts it, or even speaks at a meeting, she acquires a certain amount of self-confidence which is invaluable. She learns to have opinions of her own which she can formulate, and she gains the assurance to stand by her decisions. She acquires the courage to stand before a number of people and talk. I have heard it said that assistants lack initiative. In having a series of these meetings, where they take full charge, they will learn to gain this initiative and the self-assurance they need.

My third point grows directly out of this. Assistants all the time are having opportunities to step higher. The executive ability they have gained should prepare them to take more and more responsible positions in the future, positions which demand this ability to plan and carry out prescribed programs of work. Many an assistant may have the ability hidden within her, ability which a little practice may bring forth.

Fourth, the social intercourse which means so much to us all may be promoted very strongly by just such meetings. Some may think that they can get this social feeling by going around from library to library and talking in groups of twos or threes. This, however, does not do the good that a larger meeting may do. In few libraries may the assistants stop for this social intercourse. When large numbers meet the social feeling created is much more intense, provided the one at the head for the time being has the necessary social leadership.

In order to get at some concerted plan by which these meetings might be conducted to bring out all these ideas, the opinions of different assistants attending such meetings have been requested and the objections and disappointments learned. Then these were worked over and the plan submitted was agreed upon and discussed to see if these objections had been met. By looking over this outline you will see that the fundamental idea was to leave the meeting with the assistants themselves, but that it should remain closely affiliated with the state association. Not only were the practical questions of library economy and training to be brought up in each meeting, but a wider outlook on the affairs of the outside world was to be encouraged. Assistants meet the public much more often than librarians do. If they are to give satisfactory assistance to the general public they certainly need help in acquiring the broader culture which will enable them to meet all classes of people. These embryonic plans for assistants' meetings are made with the idea that they shall keep close to the state association and in time lead to a movement whereby an assistant's section may be represented with the other sections at our A. L. A. meetings.

Mr. H. H. BALLARD: It is very important to bear in mind the sacredness of the individual. The library visitor going to the small library can learn a great deal from that librarian as well as teach her something. Librarians in small libraries, particularly women who have devoted years of earnest thought to their work, have learned by experience that which no library association, no state commission, can teach them. They have met individual difficulties and have overcome them in individual ways, and if the library commission visitor, in conversation with these women, can learn some of the methods which they have devised to meet difficulties and carry the news of that to workers in some other town, it will come as a blessed gospel in many cases.

After many conventions of this character, after several state conventions, and after quite a number of limited, small conventions, I have mingled with the librarians of the smallest libraries and noted their conversation with one another and the universal complaint has been that while the addresses which they have heard have been most illuminating and interesting, and while the discussions have been strong and worth hearing, they have gone over their heads; problems which they have already solved have been untouched, problems which they have been unable to solve have been left without attention. The same thing is true in regard to the assistants in libraries, and I think there is a duty which the librarians in charge of public libraries owe to their own assistants. It is a very good thing in every library where there are several assistants to have meetings of the assistants themselves in that library, to begin with, a small circle. It is an excellent plan for the librarian to show confidence in his assistants by throwing certain responsibilities upon them, giving them a positive share in the administration of the library when possible, or at least to let them understand why this thing is done and that is not done. In our library, for illustration, I asked each of our assistants—and many of them were quite inexperienced at the time—to take upon themselves the responsibility of selecting ten books, to be purchased by the library, up to the limit of

ten dollars a volume. The result of that simple experiment was wonderful. The tone of the entire staff was raised, and if I could only have shown you the one hundred books selected by the ten young ladies in the library you would agree with me that the choice was a surprising revelation of the capabilities of judgment manifested by those young women.

Miss MARY E. DOWNEY: I should like to mention the good that the state association does to the assistants by meeting in different towns. Salaries are often so small and a staff so small that few persons from one library can go to the association meetings, and if the association comes to the town occasionally, say once in several years, it gives assistants an opportunity to attend the meeting. It also gives a wonderful impetus to the library's work through the whole year; you are able to get more things, your board has a great deal of pride, and they will do almost anything you ask them to through that year, so that the library may be swept and garnished before the meeting.

The CHAIRMAN: The next topic is what the large library can do for the small library. We will take, first, library classes, and, second, inter-library loans. This is taking a practical illustration from the work of the Newark Library, and Miss Roberts, the assistant in the reference department of that library, will discuss both topics.

WHAT THE LARGE LIBRARY CAN DO FOR THE SMALL LIBRARY

Miss KATE L. ROBERTS: The New Jersey library class is very simple in plan. We send out a circular every fall, giving facts as to teacher, date, outline of the course and the price. We send these to the libraries within easy travelling distance of the Newark library. The answers that come in give us a clue as to how many we may expect in the class, and that always assures us of the payment of the lecturer. The class then begins, and the idea is to give an academic course of ten lessons, and only one course a winter if possible. We had one winter a course

under Miss Rathbone, of Pratt, on reference books, which was very delightful. We had 33 in the class, representing 15 different libraries. Next winter we had Miss Hitchler, of Brooklyn, on cataloging, with a class of 23, representing 12 libraries. The idea is to make this course very useful to the small librarian and yet broad enough to be helpful to the rest of us who are so fortunate as to be working in the larger institutions. This class accomplishes many very good results. We come together in a very informal way, we sit about the table and discuss informally as the topics come up. Our teachers have conducted the class in the most delightful way, and we get acquainted with each other in the way which has been suggested by some of the speakers tonight.

We have an examination and we receive a certificate. The certificate probably does not mean so much as library school graduates are accustomed to, but it shows that we have taken a course of lectures and shows our percentage: it is signed by Mr. Dana, showing that it has been given under the auspices of the library, and it is signed by the secretary as well. This class work has appeared to me as a sort of library school extension work.

As to inter-library loans, through the courtesy of the inter-library loan the smaller libraries are able to do more than otherwise for their own members, and the library service of the whole state is improved. The Newark Public Library furnishes blanks to librarians in the state, but will lend books beyond the state as well. The library using the form stands responsible for the books borrowed. The restrictions are: no new books, no fiction, no books in demand by the Newark public, no books already owned by the library making the request.

In 1905, 582 books were borrowed by 22 different New Jersey libraries.

The good points of the system are these:

1. Small libraries realize a spirit of helpfulness in the larger ones, and are encouraged to be more useful to their own members through these loans. It stimulates them,

2. People from the smaller communities come in contact with a larger library spirit and appreciate the library movement as never before.

3. Those who find there is a way to get books generally want them more than ever, and go to their own small library with demands.

4. The inter-library loan stimulates the users to demand better library conditions in their own communities.

5. It makes the larger libraries centers for much activity and puts valuable reference collections into wider use.

6. The requests through the loans have aided the small libraries in their purchase lists of books.

The CHAIRMAN: We will now go to our final topic, and Mr. Peck will tell us

WHAT ITS OWN PUBLIC CAN DO FOR A SMALL LIBRARY

Mr. A. L. PECK: There is an old adage which says, "Woe to him who follows the king," but how much more would they have said, "Woe to him who follows all these queens." (*Laughter.*)

I would like to call your attention to one fact, that we are possibly somewhat timid in making the public acquainted with our needs. We are generally very grateful for what we have received, and sometimes positive of what we want; and of what we have not we often think we had better keep still. I believe this is a mistaken idea. I believe it is our duty to speak much more of those books which we would like to have, which we ought to have and which we have not. For instance, a man comes into a small library and asks for a valuable work of reference. If you simply tell him that you have it not, he will say, possibly, "This is the first time that I was ever in this institution, and I am a taxpayer, and what good is this library to me?" It is better to say to him, "We would like to have this book, and we will make the trustees acquainted with your inquiry." In the state of New York we do not need even to say this very often. We have a great

state library which has become the public library of the state, and if there is any book that we have not we need only say, "If you will give me the time we will have this book here within 36 hours." We then simply write to the state library. Last year my own institution had the loan of 268 books from the state library. If supervision is worth having, I believe the supervision of the state of New York is worth having because it is backed up by deeds.

In the matter of reference books, sometimes it happens that a school teacher will come and ask the librarian of a small library to provide for the library a history of pedagogics or education, and the librarian will be greatly puzzled as to who is going to read that book. Then the best thing to do is to inform the trustees that there are teachers who want to study that subject, and the money will be provided. In one library request was made for a certain Bible commentary, and the librarian said, "This is a small library; we cannot buy Bible commentaries, but if you wish to have them here, let each church donate a commentary or part of one," and in time the different Sunday schools of the town bought commentaries for that library. And here it comes to the point: we as librarians cannot afford to have anybody go from our library disgruntled and say that the library isn't worth anything. We must make an effort. If we have three hundred books, know those three hundred books. If we wish to do service to the public we must know what is in the books.

The next point is this: if clubs are going to take up study topics, foreign travel, and so on, and wish to have pictorial books, tell these clubs beforehand, "We shall be very glad to do all we can for you with what we have, but we shall be more glad if you will provide for us what we have not and what you need." Let them share the responsibility. Don't be afraid to stand before your people and tell them, "Yes, verily, we are poor, but we are rich in enthusiasm, in willingness to have, we are willing that the right book shall go at the right time into the right hands."

Adjourned.

SECOND MEETING

The second round table meeting was called to order by Miss Mary E. Downey, in charge on the evening of Thursday, July 5.

Miss DOWNEY: Libraries are comparatively large or small. To those in our largest cities the libraries of middle sized cities would be considered small, and so on down the line. The library having a building costing from ten to twenty thousand dollars, with a maintenance fund of from one to two thousand dollars, looks with pride to its larger sister, with a building costing from fifty to one hundred thousand dollars, with a maintenance fund of from five to ten thousand dollars, and with a circulation of over fifty thousand. This is the class of small library most largely represented here to-night, and with which our discussions will largely deal, in the hope that the ideas presented may be adapted above and below this scale.

We shall begin our discussion this evening with a consideration of the staff, opened by Miss Bessie S. Smith.

LIBRARY STAFF

Miss SMITH: The subject of staff is one so intricate and so individual that it must be governed by each librarian individually, yet what some of us have found to result in good work may perhaps be useful to some of you, for we are all adaptors to a certain degree.

First, as to the hours of the librarian. The trustees put upon the librarian responsibility and expect results. It seems to me that in expecting those results they should give her her own individual freedom. They should not require that she be at the library a certain definite number of hours, but I feel very strongly that the librarian should be found at the library at certain times. There are people who would come to the library to speak on matters of business if they knew that the librarian was sure to be there, and I think the librarian ought always to be found at the library at regular times. Let her be punctual also; punctuality may be one of my hobbies, but the day begun five minutes late is never right, and five minutes of tardiness are never made up.

It has been also found that the librarian's number of hours should average the same as those which the assistants are required to give. The *librarian* should not be *required*; her own conscience should teach her voluntarily to give the same number of hours in the library; but those hours, I repeat, should not be required definitely, at a definite time. Sometimes the best work of the librarian is done away from the library.

The social life of the librarian and her duties to this, I think, is one of the most difficult phases of our work which we have to meet. Librarians have very little time, and they often feel that social life should not be demanded of them, but the business man feels that he must join business clubs and social clubs for the sake of his business which, consciously or unconsciously, he helps in that way. Now we librarians—some of us at least—believe in advertising our library. Why should not we advertise it in this way? I believe that the librarian should be identified with all educational organizations in her town, and also with the club work. Let me cite an example. I am specially interested in civics, and the civics division of the women's club in my city is a very active division. Last year the members of this division distributed some 12,000 packages of seeds free to the public school children. The question arose as to the most central point from which these seeds should be distributed. As I was much interested in this work, one of the club members came to me and said, "Now, if we propose this will you let us come to the library and send the packages out from the basement?" This I very gladly consented to, and it brought to the library for a week about twenty of the most prominent women of the town and many teachers. They already knew the library, but their feeling was, of course, more kindly afterwards, and it brought a great many children to the library who had not come before.

Then the librarian's duty to herself. This is really the most difficult subject. In talking not long ago with a leading librarian she said, "I believe librarians read too much," and I was forced to emphatically differ with her. It seems to me that perhaps librarians read magazines and have the review habit too

much, but real reading I do not think is done sufficiently by them. I feel that we ought, all of us, to read more, for while I do not want a librarian to be a brown and dusty bookworm, still the ideal librarian is one who understands books and knows how to read. The greatest duty which the librarian nowadays owes to herself is to read carefully. If you can read but one book a month, do it, and know what is in that book.

As to the time and hours of assistants, I find that the average number of hours now required of assistants is about seven and a half a day, some libraries requiring only seven. The smaller the salary the less number of hours should be required. As to changes of time on schedule, I believe that assistants should be allowed to change their schedule at various and sundry times when they want to.

Staff meetings is a moot subject. Personally I believe in them thoroughly. There seem to be two kinds of staff meetings conducted among librarians, one where only administrative problems are discussed, and one—such as the New York Public Library carries on—where both administrative problems and class room work are dealt with. The latter seems the ideal. The librarian should discuss with her staff her plans for the future after they are formulated. If there is to be some radical change in the library administration the plans should be well and carefully formulated before they are brought before the staff. But two heads are better than one, and discussion brings out a great many points from which the librarian may receive help. Why should not the librarian acknowledge such help? I always tell my trustees when some good idea has come to me from my assistants, and I have never found that I have lost their respect by so doing. In all the reports of large libraries to which we turn so eagerly every year credit is given to heads of departments for their good work and good ideas. Why should not the same hold true of individual assistants in the library? You get better work out of the assistants if you discuss *en masse* in staff meetings the different plans for the library.

As to class room work, I will tell you of my own experience. About three years ago

it seemed to me that perhaps my assistants were reading a great deal but not consecutively, and I made a very short little reading course and asked them to hand in to me written reviews and criticisms of the books listed. They worked so hard and I found that it was so difficult for them, that the next year I decided to have no staff meetings, and simply announced the decision. I was surprised and much gratified one day to find on my desk a petition signed by all the members of my staff—not very many at that time, I think about seven—asking me if the staff meetings might not be continued, they had been so much helped by them. So now we have staff meetings, consisting of discussion for a few moments of the administrative problems of the library, and then current-event work and book work. I assign to each one certain subjects to be reported on and find we get a very great deal of good out of it. To my mind the same idea holds good with assistants that applies to the librarian; they need to read, and they ought to read more and more all the time.

As to apprentices, I mention them because they are the staff of the future. In my own library, after the apprentices have been in the library a little while, I require that they come into the staff meetings and assign to them subjects just as I do to the assistants. Voluntary help, it seems to me, should be treated exactly the same as paid help.

MISS MARILLA WAITE FREEMAN: We have had a staff class in the Louisville library during the past year. This class began with a few talks on the order department of the library, followed by several on cataloging, and it was then turned over to me for a short course on reference work. We had about 20 meetings on the subject of reference books. These meetings were held weekly, from half past 8 to half past 9 in the morning, and I gave informal talks on a few of the best reference books in each class of the Decimal classification. Each talk was followed by practical questions, problems and tests, and the ground was covered with some degree of thoroughness; there was informal discussion, and questions were freely asked. The class entered into this work very enthusiastically. Perhaps the only original feature of

the course, if it is an original feature, was at the end of the year, when instead of giving an examination, which seemed formidable to the class, I asked of them instead a list of the first 35 reference books which they would choose in organizing a small public library, and I got some very acceptable lists. Then I asked each member of the class to write a specimen examination paper, giving ten questions which she thought would fairly cover the work of the course, and I received some very good papers indeed. At the last meeting I took these examination papers which the girls themselves had written, and asked questions from the different papers, of the different members of the class, selecting, as it were, an examination from the examination questions which the girls themselves had made up. In this way we avoided the formidable experience of a written examination which is dreaded by every one, and yet covered the ground quite thoroughly, and I knew quite as much to my satisfaction what the girls in the class were capable of doing as if I had given them a written examination. Next year we hope to take up in the same way the different classes of the Decimal classification, taking at each talk, say, a dozen of the best books in each class and talking about them informally. The object, of course, in both cases is to familiarize the members of our staff, in the circulation and reference departments especially, with a number of books which they know personally and are able to guide people to with intelligence.

Miss ELIZABETH L. FOOTE: I would like to ask Miss Smith when her staff meetings are held—whether they are during library hours or at other times?

Miss SMITH: The problem in my library as to that is not a very difficult one, because our reference room adjoins the loan desk, and one assistant always stays by the door and can watch the loan desk. We meet for an hour and a half every Thursday morning. I cannot say I believe in having staff meetings before the library opens, as it makes the hours for the assistants too long, and since it is all for the benefit of the library indirectly why should not the meeting be held in library hours? Last

year I tried allowing my girls 15 minutes a day for a certain amount of reading. I did not allow them to read where they could be seen in the library. I do not approve of that at all; it gives an entirely wrong impression of the library to the observer. But they could take their books up to the staff room and read for 15 minutes, and they really did a great deal of reading in that way.

Miss MARY L. DAVIS: May I ask Miss Freeman whether this work is required on the part of the staff, or is it volunteered, and is the time set aside for study, or is study required out of library hours?

Miss FREEMAN: The work is voluntary. That is, in forming this class, only such members of the staff were to come into it as chose to do so; but they came in with the understanding that the study which they do on the problems given them must be done on their own time. It did not seem practicable for us to give them library time for study. The library opens at 9 o'clock in the morning; we come from half past 8 to 9, before the library opens, and then continue our class work for half an hour after the library has opened; but there are enough members of the staff, outside of the class, to keep things going until we finish the class work.

PURD B. WRIGHT read a paper on

LIBRARY ADVERTISING

(See p. 86.)

Miss ANNA L. MORSE: About two years ago, in Youngstown, we printed some cards, giving an invitation to people to come to the library; then on the back of this card is a list of popular magazines to be found in the library. These cards we distributed through the stores; for two or three days there was a card put in every parcel that went out from the leading stores. We also put them in the banks, and they were given to the steel plants and the other industrial concerns, so that a copy might be put into the pay envelope for all the English-speaking employees. We have also put into the schools a bulletin, not so much a bulletin of books, as an advertisement of the library, urging boys and girls to

come to the library, and giving a schedule of the library hours for the children.

Miss ELLA M. McLONEY: I should like to ask Mr. Wright if he considers it of any value to keep a standing card advertising the library in the daily papers, and also cards or bulletins or an advertisement of some sort in the hotels and other public places?

Mr. WRIGHT: It is a question of the community you want to serve. We placed bulletins or cards in the hotels and other prominent places. The little box that I spoke of seems to serve the purpose with us, except in the larger places, the stations and the hotels. In our branch library we tried to reach the laboring men. It is located in the packing district. We had hanging cards printed which were hung in the several departments of the packing houses, and we called attention to our smoking room and chess and checker tables. We tried a long time to get the men interested in the library, but were never very successful. It takes a settlement worker to do that. In that same neighborhood we are doing very effective work with the children through the schools.

From our children's room, with about 4000 books in that department, including reference books, during the year just closed we circulated in the neighborhood of 50,000 volumes. Street car advertising has been effective.

Miss BESSIE S. SMITH: There is one point I would like to bring out from bitter experience. We sent out between three and four thousand cards of invitation to the railroad men and the machine shops in our town. We felt that the railroad men were not using our smoking room enough. In one shop in particular where there were several hundred men employed, the superintendent became much interested, and the result was that he sent around a man to speak to the other men and explain what the library was trying to do. The result was that we were overwhelmed by such a demand for industrial and railroad books that our supply was completely exhausted. Therefore I believe that the first thing necessary in advertising a library is to get the books you are going to advertise.

Miss Katharine McDonald read a paper by Miss JULIA HOPKINS on

CIRCULATION *

The question of circulation is perhaps the one nearest the heart of the librarian of a public library, and certainly is the one which presents the most difficult problems and the greatest number of them. I mean to present what is called the extension side of the work.

Extension work means not merely the employment of methods to increase the number of books circulated, but all the means exerted to make the influence of the library permeate through every part of the town in which it is located, reaching out even beyond its borders.

I shall treat this under two heads: 1, Outside aids; 2, Inside aids.

The small library has an advantage over the large one in that it is not hampered by distances. We all agree that the thing to be aimed at and worked for is not merely to send books *out* to the people, but to bring people *in* to the library. You have a beautiful library building (if you haven't one, you are doing your best to get Mr. Carnegie to give you one); you have given great thought and care to the selection of its furniture and pictures and all the interior decorations; you have selected most carefully its books. And is all this to count for nothing? Is your beautiful building to be only a central office from which to send out small collections to various points in the town? Are the people to have no benefit from the entire collection of books, but be forced to depend on *your* selection for them?

I have often heard librarians of small libraries try to excuse themselves for not having deposit stations and various other outside activities, seeming to think that they were being unfavorably criticised as not doing broad and progressive work. My own feeling is that this state of things should be reversed, and that the deposit station in a small town needs an apology. There should be no station established without a good and sufficient reason for it. If it is utterly impossible to reach the people in a certain district from the library itself, then by all means have a deposit station. But unless there is such excuse for it, the establishment of a station seems a con-

*Condensed.

fession of weakness and failure on the part of the librarian to make her library the center of attraction which it should be.

Moreover the establishment of deposit stations not only fails to do the best thing for the people whom it serves, but it weakens and hurts the service you render to others. A large library, with the funds at its disposal, can afford to duplicate its books, some of them a great many times. This is impossible for the small library; and consequently if several stations are kept well supplied, the central collection of books becomes so depleted that it ceases to be the source of attraction it ought to be, and thus actual harm is wrought.

For the maintenance of Sunday-school libraries by the small library there seems to be no good excuse whatever. Strict impartiality shown to all sects demands that if a Sunday-school library is sent to the church of one denomination, other denominations must be equally favored. As the smallest town is likely to have four or five denominations represented, that means that 200 and more of your best books are taken off from your shelves where they might be reached by every one every day in the week, and put in a place where they are accessible to a limited number of people and that on but one day in the week.

A good general principle on which to base outside extension work is this — any method which gives better service to the people than can be given at the library.

Under this rule would come the work with schools. Every teacher knows the children in her room individually as the librarian, or even the children's librarian, never can; and so through the teacher there is a better chance of each child's getting the right book at the right time. Therefore the sending of small collections of books to school rooms for distribution by the teachers seems a perfectly legitimate outside agency for even the smallest library.

In towns large enough to support a paid fire department, a shelf of books sent to each station will give pleasure to the men who are tied down to hours of forced inactivity with very little to relieve the tedium.

In every town, also, there are individuals who cannot be served directly at the library —

invalids, farmers, etc. For them some method of delivery is necessary — a house to house delivery for those in town, and perhaps some arrangement with merchants or milkmen for sending out books on their wagons to those in the country. These isolated cases are exceptions to the rule, and do not make any great demand on the time of the librarian.

But the time and energy expended in the manipulation of a number of deposit stations in selecting the books, managing the exchanges, visiting, checking up, taking statistics, etc., if put into devising ways and means of attracting people to the library would work very surprising results; and when once a librarian is filled with the purpose of drawing people to the library she will find her mind fairly swamped with ideas as to the means by which to accomplish it. Talks by townspeople on subjects of general interest, exhibits of various kinds (especially exhibits of the art work and manual training work done in the public schools, which will attract parents from all over the town), continual articles and notices in the newspapers, book lists, etc., are some of the well-known methods used to bring people to the library.

Every individual librarian must work out her own methods to suit the peculiar nature and needs of her town. But whatever is undertaken, do not be afraid to abandon it if it prove unsuccessful. Many librarians, especially those in charge of small libraries, seem to feel it a necessity to adopt the methods of other libraries and stick to them even when they do not work successfully, seeming to feel that the fault must lie with themselves and that an abandonment of the schemes would amount to an acknowledgment of failure. This may be true; but in all probability the plan is one not at all adapted to the situation and cannot from the nature of the case succeed.

Turning to the other side of our topic, the inside aids, the first thing to be accomplished is the doing away with all unnecessary red tape. Having attracted people to the library, it should be the aim to throw it open to them as freely as possible. Have as slight a system of registration as you can get along with, doing away entirely with guarantors. Set no limit to the number of non-fiction books

drawn at a time, and if your collection of fiction warrants it do not limit that either. Allow readers to renew a non-fiction book as often as desired, unless another reader asks for the same book; and allow them to return a book on the same day that they draw it, if they so desire. In fact, do away with every possible rule, only retaining those that serve to protect the general public from the individual.

Above all, see that your rules mete out absolutely impartial service to all readers alike. The public library can be no respecter of persons. Do away with reserve postals, except for books of non-fiction wanted for some particular purpose. The reserve postal system gives an unfair advantage to the person who can afford to pay. Do not advertise the time when new books are to go into circulation. This differentiates in favor of the few who may be at leisure to come to the library at that hour. Put the new books out without saying anything about it, and have a list of them in the paper shortly afterward. This gives all people alike a fair chance at them.

The extension of influence within the library must be by subtler means than those used without. It is comparatively simple to attract people to the building, and it is easy to make such rules and regulations as will throw things open to them freely; but to hold them, to interest them, to *please* them—that is the hard thing and the thing that counts. For, after all, to accomplish in library work, one must give pleasure.

Of late years the educational side of library work has been pushed forward to such an extent that the other sides are in danger of being forgotten. Not that I would decry the value of a library as an educational factor. We must have books in our libraries that serve as tools for teachers and tradespeople. But that is not the main thing. The great thing is to open to as many people as possible the delights that may come from the reading of the great books of the world.

Do not be afraid of a high fiction percentage. If you can get people to enjoy the best fiction you are doing a big thing for them. See that your fiction is carefully selected, and then do not be afraid to have people read it. Never recommend a book because of its literary merit or its educational value, but sim-

ply and solely for its power to bring pleasure to the person concerned. The average person resents being "improved." And while it is the aim of the librarian to lead to higher things continually, yet it must never be forgotten that the leading must be done through the medium of enjoyment. A book read for the sake of improvement or because one feels that it is a book one ought to read, fails to accomplish much for the inner soul; the same book read from cover to cover with absorption and keen delight cannot help but arouse and stimulate.

This then should be the heart purpose of every librarian—to bring to people the keen enjoyment of great books.

This kind of extension work does not get into an annual report. It does not show in your circulation statistics. When you have led a girl whose delight was in the stories of Castle or King or Hawkins to really enjoy the novels of Hugo and Eliot, and perhaps even Meredith and Balzac, you have probably lowered your statistics of circulation two-thirds, so far as that particular girl is concerned, but your heart may justly rejoice over that decrease.

If a librarian can do this—if she can make her library so attractive that all classes are drawn toward it in a perfectly natural way as the center of the city life, if she can give it an atmosphere of open-hearted and courteous welcome, if she can make the people feel that it is their individual pleasure and enjoyment that she is working for, she is doing the largest and truest and best kind of extension work. And this is within the province of the smallest library.

Miss McLONEY: The point suggested by this paper, intimating that the taking of books from the central library for deposit stations in home libraries or other outside work, is a weakening of the work of the main library, is really a vital point. It is a point which is very apt to be insisted upon by trustees when any extension work of the sort is suggested by the librarian. But there are ways of obviating, to a very considerable extent, the difficulty which arises in cases of this kind. I come, as you know, from a city in the Middle West in which about 80,000 people are scattered over an area of 54 square miles. It

is absolutely impossible for all the people of that city to use the main library, and the book fund and the general maintenance fund have not been sufficient to establish branch libraries, with the exception of one small branch which is open one day each week. We have recently, however, tried the experiment of establishing two deposit stations in opposite parts of the city. One afternoon in each week we send out from 100 to 150 volumes, and during the few weeks that we have been trying this experiment the average issue of books during the four hours that the deposit stations are open has been over one hundred volumes. Of course, we cannot leave the returned books there, because we must have them for use in the main library. So before the attendant leaves the station in the evening she repacks the books that have not been issued and those that have been returned, and they are brought back the next day, so that really they do not interfere at all with the resources of the main library. Of course this must necessarily refer only to the circulation of the general books. If any one wishes to do research work they must come to the main library. But we have found this plan so far very satisfactory.

I would like to speak also of the question of reserve postal cards. In my judgment there is nothing else that is such a convenience to people in a city where there are no branch libraries as reserve postal cards. In many cases the payment of one penny for the postal card will save the cost of carfare, and people who want some definite thing are saved a fruitless errand to the main library, which sometimes must be repeated week after week or month after month until the discouragement becomes so great that the matter is given up entirely, and the patron who would have been glad to use the library if he had known he would find the specific book that was wanted will cease to come. Also it seems to me entirely illogical to restrict the use of these reserve postal cards to non-fiction books. As librarians, no matter what our opinion of the value of such reading may be, we cannot help knowing that 50 per cent. of the reading at the average public library is adult fiction. And I see no reason why the fiction reader, to whom we concede the right to have his fiction, should not also have the

right to secure the book that he may want just as easily as any non-fiction book.

Miss FRANCES L. RATHBONE: Of course we all believe that the person who goes to the main library reaps a great advantage over the person who draws from the deposit station or through any other means. But often in a comparatively small town there are sections of the city that do not use the library simply because it is inconvenient, and to cultivate the reading habit and develop the library habit it seems to me that, to begin with at least, books must be brought near to the people in these sections, and if that can be done through deposit stations in the drug stores, or through the schools, or through a factory, or through travelling libraries, or through the Sunday schools, it is a good thing. If later on it can be given up, very well; or if it proves a failure stop it. But many even of the smaller towns need to arouse an interest right in a given locality.

The CHAIRMAN: Will you pardon the chair saying a word here, because this part of the program is the nearest to my own heart? After an experience in deposit station and branch and school work, in the smallest library I know in the country doing this work, I should like to say just a word, or ask a few questions. When you go home to the libraries of the sizes we are discussing this evening, I wish you would go over your fiction shelves and look at the cards in the books and notice when the books have gone out last, and if they have not been out in a reasonable time I wish you would take them off your shelves. Why do you leave those books on the shelves? If you have open shelves, and I suppose most of you do, why should your assistants put up those books day after day? There are people on the outskirts of your town, far away from the library, who have never read these books — some of them the best books in the library. Aren't there people lying in your jails month after month with nothing to read? If they are given an opportunity to go to a box of old books or to get some newspapers that have been clipped they will grasp at them eagerly. Have you a pest house, some place in your town perhaps off across the river where somebody has been lying for a week or two, the time so monotonous, and with nothing to

read? Have you factories off in some part of the town, packing houses or the like, where the men work from morning till night, and when they hear of the public library only ask, "How much does it cost to use it?" You never in the world could get those people started to come to the beautiful library building in the center of the town; you must take the books to them. Indeed, I wish that instead of putting \$50,000 into our one beautiful library building, we might have one central building, not costing so much, but where administrative work and the technical work with the books could be done, and then might have saved five or eight or ten thousand dollars for each of three or four little buildings, put around in geographical distribution through the town, where the people might come, near their homes, when they are tired, after their day's work, and get their books. I like the schoolhouse idea. Our towns are full of them. Every little distance around a town is dotted with a schoolhouse. Why couldn't it be so with the library?

MISS LINDA M. CLATWORTHY read a paper on

REFERENCE WORK *

Our seer and prophet, Mr. Dewey, has defined reference work in its most modern conception, as "systematic aid to readers," and further illumines the way by saying that "the rapid development of reference work comes from recognition of the library as an educational force." I might add that, in the smaller libraries especially, only by further developing and *reporting* on our reference work, will the library's definite place as part of the educational system be fully established and recognized in the community.

In scanning the statistics and other records in many recent library reports I have found very meagre and inadequate report of this reference or educational work of the library. Though the educational work is surely going on in all libraries, yet the old definition of "hall use" still confines very many in their report to mere statistics of volumes handled. Statistics at their best tell only part of the tale, and they seem especially meagre in reporting on reference work.

*Condensed.

As my definition of reference work I would take "systematic aid to students of the community," and let the words "*systematic aid*" be my text, for I believe it needs emphasizing.

For systematic aid to students the *resources* of the library are the *first* consideration. They are its *entire book collection*, which in a small library can be open to the public, with all the auxiliaries of pictures, maps, stereopticon, lecture hall and museum. Effective reference work in the popular library is built directly on the foundation work of the classifier and cataloger. It is not good economy to put money into the reference assistant first and neglect the organization of the library's reference material.

The second essential to systematic aid is to know the students of the community and to study their needs in order that we may know how best to serve them in books and in method.

There are some classes of students common to all in small or large communities, and these are our reference patrons, our field for systematic reference work. First, there are the schools (teachers and pupils), including those in grade schools, and high schools, sometimes normal school or business colleges, technical or industrial school or even a college or university. Then there are the study clubs, including high school societies, debating clubs and woman's literary, musical and art clubs. Then there are the church people, the Sunday school teachers and Bible students, the leaders of meetings who need illumination on Biblical and ethical topics; the ministers, who as intellectual and moral leaders in the community need access to the best thought of the time on religious and social questions, as well as definite criticism and expository material on the Bible. There are other professional men and women, as the doctors and lawyers, for whom there are often provided subscription libraries in the community apart from, or as a department of, the public library; farmers and industrial workers, mechanics, and skilled workmen of all kinds for whom, as a class, the possibilities of books for help in their trade has been of comparatively recent acceptance.

The text-books of the correspondence

schools and other manuals for the skilled laborers in the various trades are now available to the library, and the library can offer considerable help to the working men of the community, encouraging them to do better work and to advance in their trades.

Inventors, designers and draftsmen, civil and mechanical engineers, chemists and architects are a more select class in each industrial community, who are often trained in the technical schools. Their material is in the more advanced technical and scientific books and periodicals, by means of which they keep abreast of the new developments in their specialties or get the information about related arts and sciences, which is so necessary even in specialist's work.

These are the leading classes of students which can be considered and planned for as a whole in probably each library community.

Those who want a definite bit of information and want it quickly and directly, may be turned over at once to the information desk, which is located at the loan desk or in the reference room. Here digests of the latest and best information in all lines of thought and activity are to be found and the information clerk gives quick service, with no machinery visible to the questioner.

But, as knowledge alone is not all of education, so the information bureau of the library does not do its reference work and does not entitle it to rank as an educational institution.

We want to encourage the casual questioner to use us more. From the ranks of the casual questioner are to be attracted the students, we hope. By systematizing the reference work for the regular students, we should be freed to devote more attention to the casual user and attract him to more continuous interest and deeper study. Some of us have not gotten this far in our reference work. Some of us still have our signs out and need to advertise to make the library the center for schools and clubs. But I think many of our libraries, particularly those in the more settled East, are old enough by this time to have many steady students. I query how best to serve these in method, both for their own intellectual growth and for the

freeing of our time for the beginners. Two methods appear: 1. To induce more *self-help* in the library on the part of the advanced students and those who should cultivate efficiency and discrimination in the use of books as well as read the books themselves; 2. To seek more *co-operation* at the right point with schools, program committees and leaders, at the source of the reference calls, so that we may be better prepared in advance for them and serve them more effectively.

Self-help in the library is of course dependent on access to shelves, classification, catalog, and plenty of printed guides and explanations. With the schools and many individual students it can go much deeper. Self-help in the selection of reference material in debate, for instance in critical selection of authorities and sources, in sorting and weighing evidence from the mass of published material, is of as much value to the student as the writing of the expression of his own opinion, which results from this preliminary work. The very contradiction of two authorities forces some thought and selective judgment on the part of the inquirer. There are educative results just in going to the shelves and looking over all the books gathered under the trust or labor problem or current philosophy.

Training in the use of books and the library has begun in our schools from the university down. Definite instruction is already offered in some schools. Just how this instruction is to come without loading for a considerable time another extra burden upon the already overtaxed librarian is a question. My own experience and feeling is that with the public schools, our only duty lies in teaching the principals and teachers and leaving it to them to apply the instruction at the right time in their school work.

Courses to the teachers would differ in each library, being dependent on local conditions. Much excellent work is being done in this line. I can refer libraries interested to the very suggestive pamphlet just issued by the National Educational Association committee on "Instruction in library administration in normal schools."

The other method which may be taken to

systematize reference work is to seek co-operation at the right point with schools, program committees and leaders at the source of the reference calls. One library reports that letters are sent to the clubs in the summer asking them to file a copy of their program. Another library states with grateful appreciation that some clubs have sent to the library an outline of their program. Why do not all the clubs and study classes, which expect to find their reference material at the library send as a matter of course to the library several copies of their program? The librarian should be in the closest touch with the program committees from the beginning. Invite the program committees to meet at the library, lay out a few general books for them to use in planning the program and introduce the leaders to catalogs, reference books and bibliographies after the parts of the program are assigned.

The preparation of lengthy reference lists for club women and separate indexes to reference material should be unnecessary. It is time better put into the catalog for the benefit of all the people all the time.

If reserves are kept for the high school students, why should not the librarian have conferences with the high school teachers at the beginning of the year and know just what calls are coming so as not to conflict with other students.

If all the church missionary societies are studying Africa this winter, the library may buy up the long list of books recommended, sending the ministers a list of them, and let it be known that they are on a reserve shelf in a room where they may serve the most people quickly. When all the Sunday schools pursuing the international system of lessons are studying the life of Christ it helps to be sure that the library has good reference material, such as commentaries and lives of Christ, and to let the superintendents know the names and location of these to give to their teachers.

So, this preparedness can be assured in place after place, as study centers which will stimulate interest in a special subject come to the attention of the librarian.

As for the industrial worker, he comes by

himself on his own account, but the librarian can know the industries and trades represented in her community and be in a measure prepared for him in book buying, shelf arrangement and cataloging.

It has been my experience that men are naturally independent in the library. They have definite wants and if the book is in they can usually find it. A man goes to the catalog naturally as he does to his business files, and scorns to ask questions until he has exhausted his own power of search with the tools the library has provided.

To summarize, if we consider reference work as systematic aid to students, for which the whole resources of the library are to be made available, with the librarian as guide and helper, not a mere encyclopedia in her own right; if we consider catalog and classification the foundation of reference work; if we teach the use of the library on every occasion; if we seek to co-operate with the student classes of the community; we will bring about effective reference service.

MISS BEATRICE WINSER read a paper on

METHODS OF SIMPLIFYING ROUTINE WORK

After many weary years most of us are agreed that it makes very little difference whether or no the different parts of the imprint are separated by one centimetre of space or by two, whether we capitalize North American Indian or write it with a small "i." We are occupied with weightier matters and our problems to-day are how to get as many people as possible to use libraries and how to deliver books into their hands in the shortest possible time.

Some of the methods noted have been used, perhaps, by many, others may be new, and still others just as useful may suggest themselves.

For the sake of convenience I have listed under the several departments of a library's activities a few of the changes in routine work which I am presenting to your attention.

Order department

Have order slips padded, every third sheet being good manila paper; use two sheets of

carbon paper and get three impressions of your order, one for use in library, one to send to the agent, and one with which to order Library of Congress cards. This is a great time saver.

By the old method the order clerk alphabetized once a month order cards for typewriter, sometimes in two or three alphabets, if the library has more than one agent. The typewriter must write the orders in duplicate, lists and order cards must then be compared by order clerk before sending, and then realphabetized for filing in one alphabet. This consumes much time, and the typewriter is sometimes not available. By the new method the work is all done by order clerk, order cards are kept at library and alphabetized once, duplicate being sent to agents alphabetized or not, as seems best. Duplicates sent to Library of Congress must be alphabetized.

Cataloging department

Do not use Cutter numbers for fiction. It saves assigning of numbers for shelf listing. Give up the accession book. This saves more than half time of one person. Order clerk, when checking books from bill, should stamp accession number on first page after title page and write date of bill after it in abbreviated form, thus, 199,999 (3/06) 100 S.

Keep record of accessions in blank book, print if desired or written. Give month and date and class number, making proper entries under each. Then separate gifts, pamphlets, periodicals and books bought.

Write on shelf list card in addition to regulation items, author, title, accession number, volume number, copy number, the cost of book and the date.

Under the old method, if a book is lost the shelf lister turns to the class number in the shelf list and notes the accession number, then the accession book is consulted and the price obtained. Under the new method the shelf lister turns to the shelf list and finds price for every copy of the book in the library.

We are all familiar with the many arguments for and against novel reading. It is a crime for a public library to purvey ephem-

eral novels, says one; it is the duty of a public library to provide recreative reading for the tired laboring man and the weary brain worker, says another. It is not our business to spend the public money for trashy novels, says a third; and the fourth retorts, it is the public money and why should not the public have the books they want? We go on our way and buy as wisely as we may, satisfying as many as we can. If you ask what this has to do with my subject, I hasten to say that in Newark we have devised for ourselves a system whereby every novel bought is on trial for one year and is then added or not as seems best.

The plan is simple. Mark the book pocket of each novel with the month and year when it is to be returned to the cataloging department. The book pocket of a book placed in circulation in June, 1906, is marked "June, 1907" and returns to the department at that time. It is then passed upon, and if deemed worth adding to the library's collection, receives a new pocket not dated and is returned to the shelves.

A book not thought worth adding is stamped "W" on the pocket and the book slip and returned to the shelves where it circulates until it wears out. At the same time the shelf list is also stamped with a "W," which means that the book is not to be replaced when it wears out. This saves much time and thought when making replacements, as a book marked "W" is not considered at all.

As soon as all the copies of a book marked "W" are worn out, the shelf list card is removed from the shelf list and the cards are taken out of the catalog. The shelf list card is saved so that that book may be given another chance for consideration whenever the "1000 best novel" list is revised and for the sake of knowing that such and such a title was once in the library.

Buy all catalog cards, if possible, from the Library of Congress. Don't allow yourself to be misled by those who counsel against them because the fulness of imprint, etc., is confusing to the public. Cross off everything that confuses you and you may be sure that the public, whose intelligence we are inclined to underestimate, will derive as much com-

fort from the catalog as you do. We have heard for years of the wastefulness of effort and money in the duplication in hundreds of libraries of work common to all. A central bureau where this work might be done economically and well has long been advocated, and now the Library of Congress is able to undertake one of the most vexing and troublesome features of our work by supplying us with the cards for nearly all the books we buy.

Use imprint only on author cards. I would advise adding volume and date on subject and title cards merely for convenience. This, however, is not essential at all. Don't write accession number on author cards; it is never needed. The shelf list is sufficient.

Don't use red ink for subject headings. It wastes time both in writing cards by hand or by typewriter, and affects the eye unpleasantly. It means nothing to the public unless told that it does; and if the staff needs it to distinguish the subject from the title, you should get a new staff.

Delivery department

Change time limit on all books except seven-day books to one month instead of two weeks. This means fewer overdue books; effects saving in fine postals for which no charges are made; saves renewal postals, and practically saves one half time of one person in sending both fine and renewal postals. The month limit pleases the public immensely, and although the loss in statistics may affect some libraries, the gain to the people—who, as they often tell us in Newark, can now really read a book—ought to affect them still more. If librarians have a mission it is not gathering statistics, but making the library useful. In Newark we found, as we expected, that when this time limit change was made our circulation seemingly dropped off, but, like bread upon the waters, it "returned after many days." For the two months following the change of time limit from 14 days to one month, the circulation increased 3400. The next month it decreased 2000, the next three months it increased over a thousand each month. The

circulation for 1905 was 511,284, an increase of 39,740 over the circulation of 1904.

Don't have special cards for teachers or students or any other class, but let everybody have the same right. Make your record directly on the book card if you wish to allow any one to keep a book beyond the regular period. It saves much time not to have to look up special cards or to make special records of privileges granted to certain people.

A useful time saver is found in the strip of gummed paper known as the Denison election sticker. Whenever a borrower moves it is necessary to erase his old address from both application and registration book. By pasting over the old address in both places the little gummed strip of paper on which is written the new address, you may save time and trouble.

Don't keep a book in which to enter lost cards. File a pink slip in front of the borrower's application, write on it the borrower's name and number with the item "card lost," and date and any fine due. When a new card is given, look up application to get name and address and then destroy the pink slip.

Don't require a guarantor except in the case of minors. Consider as responsible every one whose name appears in the directory. Trust people and you will make the library more popular. If a name is not in the directory invite the person to wait three days. Then send a postal which says "Your reader's card is now ready and may be obtained by presenting this postal at the library." This makes the post office do the work which in many libraries is done by messengers. If the postal is presented it shows that person lives at address given and that is all we wish to know and all our messenger discovers for us.

Some small libraries stamp the date of return on book cards as well as on the borrower's cards. The only reason for doing this is that the librarian may know how long any given book has actually been out. It takes time and does not prove that the book has been read.

Adjourned.

PROPRIETARY LIBRARIES: ROUND TABLE MEETING

A ROUND TABLE meeting for those interested in proprietary (shareholders' and subscription) libraries was held in connection with the Narragansett Pier Conference, on the evening of Thursday, July 5, at the Atlantic House, at 8.30 o'clock. Charles K. Bolton, librarian of the Boston Athenæum, presided as chairman.

In opening the meeting, Mr. BOLTON said:

In these days of public libraries the proprietary library is an ancient force for culture amid the multitude of counter currents of present educational forces. If this ancient force is to continue with vitality there must be some individuality of aim, some differentiation of purpose which shall justify it in the eyes of its supporters.

In the past the proprietary library has appealed successfully to two classes of the people—to those in new or sparsely settled districts where a chosen few were willing to subscribe money for books, and again to those in cities of wealth who, with public libraries at hand, still preferred the privacy or other advantages of a collection of books under corporate administration. The sparsely settled districts of the South and West are rapidly coming under the sway of state library laws. But are the literary and wealthy classes of our cities more drawn to public libraries to-day than they were twenty-five years ago? Mrs. Stone's paper this evening will no doubt discuss the point with discrimination.

The preference for the proprietary library is rooted in traits of character too deep to be swept lightly aside. It rests on the segregation of people of like tastes—a stronger and more fundamental force than the love for learning itself or the desire to educate the people to safeguard the state; therefore the saying that "birds of a feather flock together." The prompting to organize sons and daughters of every imaginable parent of bygone days is widespread; and it is as much social as it is patriotic.

The proprietor of a library which is owned

largely by educated people feels nearer to the officers who shape its policy than the taxpayer does to his trustee. Therefore he believes that he comes nearer to having a part in shaping its course, and so willingly pays for what he might in a large measure obtain at the public institution without a fee.

In the selection of books for our public libraries the drift to-day is undeniably paternalistic. The public library, through trustees, librarian and staff, is a mentor, sometimes a persuasive guide, not unfrequently a benevolent tyrant. Most of us do not oppose this drift; we do not say that it is bad for the state. But it gives circulating and proprietary libraries their opportunity, for they exercise greater freedom in the purchase of fiction, as well as in the selection of works which cannot pass rigid censorship. Whether these advantages are after all real and worth while Mr. Swift in his paper will no doubt tell us, for he knows the library movement as a literary man in a literary city knows it, and he is a library worker of varied experience.

Although you may not grant a larger place in the future to proprietary libraries, you will recognize, I am sure, their work as well done in the past. Many of the best known names and the most widely adopted devices in library history are associated with social and proprietary libraries. Of this Mr. Fletcher, himself a literary index to their history, will treat in his paper.

W. I. FLETCHER read a paper on

THE PROPRIETARY LIBRARY IN RELATION TO THE PUBLIC LIBRARY MOVEMENT

In speaking of the "proprietary library" one must have it understood what is meant by the term. It is quite common to speak of "semi-public" libraries, meaning those which are to some extent open to the public, but are not entitled to be called free public libraries. This designation of "semi-public" may be applied to a great variety of institutions. I

suppose college, university and school libraries would properly come under that heading. Of the semi-public libraries, which then are to be called "proprietary"? There are first those belonging to clubs; but perhaps these would hardly be called even semi-public. Then there are those owned by corporations or stock companies and used by the shareholders. Of this class the Boston Athenæum is probably the most characteristic example. Most such libraries are recognized as semi-public for two reasons: (1) their regular constituency constitutes a considerable public by itself, and (2) they generally make it possible for a share of the general public to use their books at least on the premises.

Then we have the association library, of which the best known examples are the "mercantile" libraries once found in nearly every city, but now almost extinct under that name, that of New York City being one notable example of persistence. The Mercantile Library flourished in Boston alongside of the Athenæum, but found it impossible to maintain itself as against the Public Library when that was fairly started.

Another class of semi-public libraries are those known as Institute Libraries, often as Young Men's Institutes. These were very common a generation ago in the smaller cities and larger towns, being nearly identical in character and methods with the "mercantile" libraries of the larger cities. The field occupied and the methods employed by the Young Men's Institutes were those now pertaining to the Young Men's Christian Association, except that the Institutes gave more attention to the library and less to other means of culture. But the Young Men's Christian Association libraries of to-day constitute a large and important section of the semi-public libraries.

There is still another class of libraries, which should be counted as semi-public, namely, those public libraries which, while freely used by the public and in most cases subsidized by the city or town, remain the property of a corporation or association and are managed by it. The City Library of Springfield is perhaps the most notable example of this kind of library in Massa-

chusetts. The Berkshire Athenæum of Pittsfield, the Westfield Athenæum, the public libraries of Amherst, Easthampton, and many other towns are of this sort. These libraries generally have a governing board made up in part of representatives of the city or town, the appropriation of public money being supposed to carry with it the right of representation on the board of management.

All these varieties of libraries shading off from the club library to the free public library, in which the actual ownership is not vested in the city or town, but in the corporation or society, might properly enough be brought under the term proprietary libraries. But as the last of the class mentioned comprise libraries commonly included as "free public," I shall restrict the term "proprietary libraries" to those the use of which is not free to the public but is enjoyed only by the shareholders or members or by those specially introduced by them—that is, to those libraries whose use, as well as ownership, is mainly restricted to the "proprietors."

The relations of these proprietary libraries to the public library of the last fifty years may be properly indicated as three—the historically antecedent, the parental, the concurrent. As to the first of these relations little need be said. This is not the place for a historical sketch of the proprietary library movement in itself. Beginning with the inception by Benjamin Franklin and his associates, in 1732, of what later became the Philadelphia Library Co, "mother of all the subscription libraries in North America," as Franklin called it, this movement made considerable progress before the Revolution, was checked by that era of uncertainty and poverty, and then spread with remarkable rapidity over nearly the whole country in the years from 1785-1820.

The extent of that growth is realized by few who have not looked into the matter. It would seem that few towns of any size in the northern part of the country failed to organize a public library of this sort during that period, while the Southern states were not far behind in the matter, and many of even the smallest towns were included. It is evident that a most valuable and interesting

chapter of library history remains unwritten, and it is to be hoped that it will be fairly well covered in the series of library histories now being issued by the Library of Congress.

But I have proposed to treat in the second place of the parental relations of the proprietary library to the free public library of to-day. Without a larger opportunity for research than I have had one must be cautious in tracing these relations, for the *post hoc propter hoc* fallacy is very apt to lead one astray when inquiring into such matters.

It certainly is true that many of our free public libraries are the direct outgrowth of antecedent proprietary ones. There are cases of all degrees of parenthood. At one extreme we have a proprietary library with a good collection of books, a building of its own and endowments for maintenance, all turned over to the town or city on condition of continued support as a free library. At the other end of the scale we behold a small and struggling library association welcoming the opportunity to turn over its few books to the free library which is being started by a popular movement and thus to terminate its own existence. Between these extremes there are cases as various as they are numerous. Take them all in all, it would have to be admitted that a very large share of all the free public libraries were the direct outgrowth of the proprietary ones; and a moment's thought will convince one that in this way the free library system of to-day is vastly indebted to those who, often very persistently and in the face of difficulties, and at serious financial cost to themselves, laid these foundations.

But apart from this direct contribution of foundations for the free library structure, the proprietary libraries have done much to prepare the way for the modern system. The breadth and catholicity of view displayed by the founders of these early institutions, the public spirit animating their actions, are very apparent in the constitutions and other documents of these libraries. The address to the public, printed in the *Connecticut Courant*, of Hartford, March 1, 1774, in behalf of a proposed subscription library, began as follows: "The utility of public libraries, con-

sisting of well chosen books under proper regulation, and their smiling aspect on the interests of Society, Virtue and Religion are too manifest to be denied." This passage, so far in its spirit from that of narrow or personal advantage, will be found to be the keynote of the whole subscription library movement, which was thus closely akin in motive and aim to the free library movement of a hundred years later.

This public aspect of the subscription libraries was recognized by legislation which in most of the states exempted them and their buildings from taxation, and appears also in the fact that they were often the recipients of endowment funds given with a view to forward public interests.

Perhaps it was one important contribution of the subscription library to the library movement that it demonstrated the need of something more than it could supply. Most of these subscription libraries, it must be confessed, died out; only a minority endured until they could be merged in a nascent free library. But those that perished had in the first place created some public interest in the movement and then proved disappointing as a means of meeting the real needs of their communities. In these various ways the proprietary libraries were vitally related to the public library movement.

The remaining division of my subject is the concurrent existence of the proprietary library alongside of the free public. Generally speaking the proprietary libraries have "gone out of business" on, or soon after, the advent of the free public library, in most cases, as has already been said, forming its nucleus and foundation.

Those which have survived and bid fair to live permanently are mostly in large cities, notable examples being the Athenæum and the Boston Society Library in Boston, the Athenæum in Providence, the Mercantile Library and Society Library in New York, and the Philadelphia Library Company. Some of these institutions flourish but feebly under the shadow of the powerful and growing free library, while others seem to have found a place and mission of their own and are even regarded by their friends as having gained

rather than lost by the competition. In 1861 the Boston Athenæum seemed to be suffering seriously from the rivalry of the public library. Its shares, with a par value of \$300, sold as low as \$49, in at least one instance within my memory. But that was the low water mark, the tide soon turned, interest in the special advantages of the Athenæum increased rapidly, and the selling price of the shares rose until in 1866 it was above \$150, and if I am not misinformed has since reached the par value of \$300; and it should be noted that when this stock was issued at that price most of those who took it did so to aid in the foundation, and but few would have considered a share really worth that amount, while the prices paid recently represent an estimate of their real value to the owner. The price of shares must be taken as a sure index of the estimate placed upon the institution by a portion of the public. But in this library and in others in various parts of the country one will find every evidence of vigorous life, efficient and up-to-date administration, and a large and well pleased *clientèle*.

Where the proprietary libraries languish in the race, it may be for one of several reasons, as, *e.g.*, a lack of independent resources in the way of endowments, a meagre population, or one lacking in the scholarly and leisure elements, or in wealth, a failure to adjust the administration to new conditions, resulting in making the library unattractive and inefficient as compared with the free public library where modern ideas and methods are apt to prevail.

One may well believe that with the growth of our cities and large towns in population, in wealth, and in culture, that which has proved true of the Boston Athenæum will be true of proprietary libraries in general, and that they will enter on a future of enlarged prosperity and usefulness. I may naturally be expected to indicate somewhat more particularly what is the substantial basis of prosperity and usefulness of these proprietary libraries alongside of the free public libraries. It is certainly not difficult to believe that in a well-conducted library of this kind privileges and conveniences can be afforded to patrons that cannot be given to the general public in the free library. Apparently it is hopeless for any other library

to rival the public in the number of volumes. On the other hand, the number of borrowers and the consequent difficulty in getting a desired book goes far to offset the superiority in number of works purchased.

Again, the public library is for all, and must attempt to meet all demands, while the proprietary library, with its smaller and select constituency, is likely to have a smaller range of demands to meet, and may excel in some branches of literature.

When one undertakes to enumerate the special privileges that the proprietor has in a proprietary library, one is likely to find it difficult to make any extended list that is not paralleled in the free library practice of today. With the rather rigid rules and mechanical methods which were thought, a generation ago, to be essential to free library management, the public libraries compared much more unfavorably, in point of freedom of access and use, with the proprietary libraries than they do now. And one thing that has kept the latter behind in the race has been the slowness with which they have waked up to the modern library spirit and method.

There will always be those who object to proprietary libraries, as to private schools, on political and social grounds, charging against both a tendency to foster class distinctions in the community.

Dr. Gilman, of Cambridge, has made a fine plea for the private school in a democracy in which he speaks of the strong movement made in Massachusetts some 20 years ago to discredit private school education, and indicates that there has been a reaction and that the private schools of the state now educate at least one-fifth of all the pupils.

Only under socialism could it be fairly claimed that education should be the same for all. As Dr. Gilman shows, if the state allows people of means to dress better than those who are poor, it will also allow them to provide themselves either individually or collectively with such education and such opportunities of culture as may suit them best. Unless the American people come to care less and less for the things of the spirit, it cannot be otherwise than that those who have means will combine in associations of one sort or

another in which they can secure intellectual advantages not open to all. As nothing of this kind that they can engage in is more likely to be in the end a public benefit than the establishment and maintenance of a public or semi-public library, we may well hope that such libraries will be increasingly prominent among the cultural institutions of the land.

When the librarians of America first met in council in 1853, I believe there was not among them one representing a free public library. Jewett, Poole, Lloyd Smith, Guild, and the others were from semi-public institutions. But they were the pioneers in the modern library movement. It is certainly incumbent now on those having in charge such libraries to see to it that all the facilities and more, all the freedom and more, all the "atmosphere" and more, of the free libraries are present in theirs, and to develop to the utmost the possibilities within their reach of making their libraries do some public service beyond that rendered by the free libraries. Such libraries should be, as they usually have been, favorite resorts of writers and of earnest readers, schools of the individual rather than of the crowd, ministering to the many by helping the few who will lead. Such a distinction is within their reach, and no one need be such a leveller in the interest of an abstract notion of equality as to do other than rejoice when the free public library has by its side a sister institution so well calculated to aid in forwarding the cause of human enlightenment.

LINDSAY SWIFT followed with a paper on

PROPRIETARY LIBRARIES AND PUBLIC LIBRARIES

There are a few simple considerations on this topic which it may be worth while to look at briefly, and in a generous spirit. Most of us are public librarians and feel that, in a way, we have the missionary spirit, and that we carry the evangel of good literature to the uttermost parts of the constituency which we try to serve. Some of us, I think, make too serious a matter of this good purpose, and some perhaps take it too lightly. But allied to us, though hardly of us, is another body of workers, as faithful and diligent as ourselves,

whose interests are somewhat different from ours. They seem, in a measure, remote from the bustle and worry of our more or less vexatious problems, and possibly we think of them as not imbued with our professional zeal. They go their way, more silently than we, and we do not often hear of their troubles and contentions, though I am sure that they have them. I have sometimes thought that looking at us from a little distance our problems do not seem to them of consuming importance or value, and I for one shall not quarrel with them if they do cherish this opinion.

Now it is with me, though I am pretty sure it is not with all of you, a matter of great indifference whether a library is public or private, or proprietary, provided that people can find what they want there. That is what a library is for—to find the books one needs, whether for pleasure or profit, ready to hand. Since, so far as I can discover, most people read for pleasure and mental satisfaction, with a modicum of serious purpose, that library which is the best purveyor is the library for me. Do I seem to speak selfishly? If so, believe me, I do not intend it. But I do believe that everything in this world, to be worth having, must be striven for, and less and less do I care for these provisions, national or civic, which deaden individual effort. To me proprietary libraries seem admirable examples of the results of enterprise, persistence and self-denial applied to a most worthy purpose, and carried on, in a business way, from generation to generation.

We ought, I think, still to cherish some regard for those by whose prudence, generosity and foresight such institutions as colleges, museums and libraries are year by year privately encouraged. Fortunate indeed are those institutions which are in the keeping of honorable men and women, and free from the lowering influence of politics, and the interference of the secondrate. Still more fortunate, in the case of proprietary libraries, are those trustees, librarians and subscribers who are rid, in a large measure, of the embarrassments attendant on trying to suit the caprices and necessities of the whole mass of citizens, and their sometimes unworthy representatives. These happy institutions, having

a fairly homogeneous body of constituents, can do practically as they please. With a full responsibility, and a due sense of it, and guided by scholarly and refined instincts, the managers of these institutions will naturally buy the best books, and generally speaking, the books they want to buy, under the assurance that their patrons, having similar refinements and culture, will approve the selections. There are "kickers" everywhere, and it is well that there are, but in the main a harmony of tastes secures better results than are possible when it is necessary to consult the prejudice and narrowness of religious or social restrictions, such as public librarians have to contend with, and which they meet, I am sorry to say, too often in an evasive, and sometimes in a dishonest way. The problem of the purchase or non-purchase of vulgarizing, half-baked literature does not present itself forcibly when, as in the case of proprietary libraries, the patrons simply do not wish to read this sort of books. The self-sustained library is also a well-manned garrison against the encroachments of cheap journalism, yellow or otherwise. From this intrusion the good Lord has spared the proprietary library. What nobody cares to read, nobody, because he can't have it, will cry aloud for.

I do not suppose that proprietary libraries run wholly without friction, because nothing human does that. Trustees are doubtless, in these favored places, prone to regard themselves of considerable relative importance, but I fancy that the proprietors and stockholders have a standing in court, not always possessed, or if possessed, wisely used by a general public. The opportunity for appeal or direct redress, in case of a real or fancied abuse, might, I should suppose, be more open, when the trustees and the patrons have closer affiliations. It might even be possible to abuse them personally—always a refreshment to the soul of the dissatisfied.

But the proprietary trustees are spared one sore affliction. The newspaper attack falls harmless upon them. Now if a public library decides—and wrongfully, as I shall always believe—that it does not want to buy that great imaginative work, "The cesspool," by the celebrated author of "Hell broke loose,"

the watchful press sends forth its emissaries, who at once begin to beat their breasts, and tear their hair, at the same time emitting doleful sounds, to the great confusion and annoyance of the high-souled officials within our gates, who won't let the public have what they themselves probably read with considerable gusto. I sympathize deeply with these expressions of discontent, for I try to make them myself whenever there is a good chance. At the same time I am glad that there are other institutions which do not have these troubles to solve, and can do exactly as they please with their own money, and manage their own affairs without the assistance of popular advice or the intrusion of newspapers, who really care nothing about the matter in dispute beyond the sensation they try to create.

We are perfectly well aware that there is another side to this whole question. Proprietary libraries, like all institutions secure in their safe isolation, independent of competition and criticism, have a tendency to gather rust. Moths do corrupt them to some extent, and their very security is their chief menace. They fall into settled habits and wax fat with complacency and self-satisfaction. With all the restrictions and hampering elements confronting them, public libraries are fortunately in the main currents—they profit by public criticism and even by abuse. Competition urges them forward, however slowly, and they have the necessary and wholesome stimulation of responsibility to the general opinion. To stand still is failure with us.

Notwithstanding this and other factors encouraging to the welfare of our public libraries, there is a true place for the other sort. If the populace has its coarse and unenduring pleasures and tastes—and rightly has them—so too has the more retired and less boisterous portion of the community its peculiar privileges. Seclusion and an agreeable atmosphere are essential to the growth of those accustomed to such prerogatives from their birth. The secluded miss something—they miss, in truth, a great deal, withdrawn as they are from the fierce whirl of life. But they also gain something. Let them never forget, in their enjoyment, that the highest results of

civilization—refinement, culture, sensibility of mind and soul—are built on the terrible foundations of human suffering and sacrifice, and on the waste and unfruitful labor of the many. Let the fortunate, if such they really are, be not forgetful of that of which they are the mere superstructure. If we have the poor always with us, so too have we always the rich. Both are problems and often a curse to the average of humanity. The pleasures of both rich and poor are of so ridiculous and unintelligible a character to sensible men and women that we really ought to applaud any attempt on the part of these unfortunate classes to improve themselves by rational delights. If the proprietary library seems to be an aristocratic institution, let it go at that. It is relatively harmless as compared to more serious causes of separation of class from mass. Furthermore, it would be a mistake to think that the proprietors of these libraries are all highly prosperous; many of them doubtless deny themselves other extravagances to obtain the modest privilege of getting books to read in a place and in a manner which suit their fancy.

And what shall we say lastly of the librarians of these highly blessed libraries? We may have our differing opinions as to whether such libraries ought to exist at all, but since they do exist, I am sure that we who serve the larger public and who sometimes grow weary of the utter commonplaceness of the task, the bustle to provide for inferior mental appetites, the unprogressive character of some of our work, may find something to envy, without malice, in the opportunities open to these associates of ours who are not obliged to consider the circulation of books, how it grows, or to explain and too often prevaricate over our failure to provide the public with some of the books it ought not to want, but does want most consumedly. The proprietary librarian lives in an atmosphere of literature and not of bustle. His nostrils are assailed with the comforting odors of old volumes, and his eye rests affectionately and intelligently on their venerable backs, while we, to our disadvantage, put them out of sight in cold and forbidding stacks. He is still a scholar

and a gentleman—a true shepherd of his sightly and commendable flock in sheep and goat.

It was a sad day when some years ago the cry went forth that the librarian must henceforth be a business man and not a scholar. Never was there a greater delusion. Economical, watchful, conversant with all movements of the day, not a mere book-worm, the modern librarian must surely be, but for business, in its real sense, what pray does he know about it? What does he have to do with the rise and fall of the market, the grave uncertainties of a venture, the bitter competition, the danger of bankruptcy or financial dishonor? No, my dear colleagues, that is not "business" in which there is a sure income on one side, and no risks and speculations on the other. I am a pretty indifferent sort of a librarian, but I know something of the difference between the methods of the commercial world and the prudence of keeping within your appropriation. The proprietary librarian fortunately is not called upon to assume the complicated role of a high-class janitor, caterer, and department store manager; he may still walk in the fear of God and not of a board of aldermen, loving, knowing and cherishing his books, courteous and helpful to his constituents. I am glad that he still holds his gentle sway in our midst, though my vision tells me that the weariness and solitudes of our own contact with a more real life is the nobler task because it is not along the primrose path. We are sharers of the common lot, and in that lot we find our satisfactions. Yet we should be churls indeed if we were not glad at heart that to some of us is vouchsafed the dignity of maintaining the scholar's lofty standard in the ministration of their books.

Mrs. ALICE H. STONE read a paper on

THE PROPRIETARY LIBRARY'S EXCUSE FOR BEING

To put the last word first, the fact that the proprietary library does exist here and there, and is still appreciated and enjoyed in spite of the more recent but tremendous growth and overshadowing of the public library, proves that it has reason for existing.

Had it been really supplanted by the public library, we should know it only as a tradition. I believe that when the Boston Public Library was opened the trustees of the Athenæum felt that there could hardly be room in the city for two libraries, and that their days were probably numbered. Salem has the same story to tell, but its Athenæum still lives on, quiet and modest though it may be. And I have a strong conviction that every community of reasonable size not only needs a public library, but has room and would be the better for a proprietary one as well.

We are very justly proud in this country of the great progress in the public library movement, both in regard to numbers and efficiency. As an adjunct to our educational system it cannot be too highly rated—in its special work with children, its co-operation with the schools, its readiness to assist club, classes and individual students in any kind of research, in the many lists daily given to the public to suggest interesting matter on current events or special lines of industry.

In the face of such far-reaching usefulness to intimate that the increasing work of the public library may be simultaneous with a decadence of the art of reading sounds like rank heresy; but the very wideness of its scope is at the same time its limitation. The throng of readers and borrowers of books bring together a number of people so large that they necessarily make their own restrictions; partial or entire restriction from access to the books—restriction of space or quiet since one is often so uncomfortably aware of the crowd of human beings in a reading room as to be unable really to read. Now to read for instruction, for information, for amusement, is well and good; but beyond that is something better still: to read for the pure happiness of intellectual stimulation, of increasing appreciation of delicacy of style and beauty and dignity of diction. For those who have some clear idea of what literature really is, for the lovers of reading, how disheartening to stand in a line of people waiting for a chance to thrust over the counter a list of titles selected—of necessity—more or less at random, only to re-

ceive, perhaps, something not wanted at all. These are the people who turn with relief to the quiet and freedom of the proprietary library.

The perception of literary excellence and delicacy of style is not a gift which is given to every one; but it is latent in many who are unaware of it and is being deadened in many for lack of opportunity to exercise it. In the peaceful atmosphere of the proprietary library, with free access to all the books, with quiet corners in which to sit unmolested, browsing at will, what chances one may have of the real pleasure of reading and the genuine formation of taste.

We do well to be proud of the privileges the public library freely gives, particularly to the poor and uneducated. The very rich may have large libraries of their own and buy what they please; but there should also be considered the interests of that larger but more or less overlooked class, the well-to-do. For people reasonably prosperous, refined and cultivated there is room for and need of something less crowded, restricted and business like than the public library, if there is to be preserved among us the real art of reading.

It is to be hoped that the proprietary library will more and more be found in cities and towns already possessing a free library in no way conflicting with its purposes, but extending its own definite influence for good on the mind and taste of the community.

At the close of the papers discussion followed. Mr. E. M. Barton spoke informally of the 1853 conference, pointing out that that was the age of proprietary libraries.

Mr. Richard Bliss spoke on the proprietary library as a force for culture, not simply as a literary club, and Mr. J. L. Harrison followed in the same vein.

Mr. W. D. Johnston spoke on the need of proprietary libraries and their rights to greater recognition, both historically and for their influential and intelligent constituency. There was further general discussion and expression of the feeling that meetings of this character should be continued at future conferences, with a clear definition of the limits of the term "proprietary."

TRANSACTIONS OF COUNCIL AND EXECUTIVE BOARD

MEETINGS of the Council of the American Library Association were held in connection with the Narragansett Pier Conference on June 29, June 30, and July 5, in all three sessions being held. Meetings of the executive board were held June 29, July 4, and July 5, and of the new executive board on July 6. Of the 31 members of Council, 24 were present at some or all of the sessions, as follows: Mary E. Ahern, C. W. Andrews, A. E. Bostwick, J. H. Canfeld, C. R. Dudley, Linda A. Eastman, Caroline H. Garland, Helen E. Haines, W. E. Henry, Frank P. Hill, N. D. C. Hodges, A. H. Hopkins, G. M. Jones, W. C. Kimball, G. T. Little, W. T. Peoples, E. C. Richardson, Lutie E. Stearns, John Thomson, R. G. Thwaites, H. M. Utley, Anne Wallace, H. C. Wellman, J. I. Wyer, Jr. The members of the executive board served as *ex-officio* members and officers of the Council. They included the vice-president, Frank P. Hill; first vice-president, C. W. Andrews; second vice-president, Caroline H. Garland; secretary, J. I. Wyer, Jr.; recorder, Helen E. Haines; treasurer, G. M. Jones; ex-president E. C. Richardson.

PROCEEDINGS OF COUNCIL

Nominations.—Nominations for officers for the ensuing year were adopted on report of a nominating committee (H. M. Utley, Anne Wallace, H. C. Wellman) appointed after discussion and informal ballot at the first meeting of the Council. The nominations were as follows: president, C. W. Andrews; 1st vice-president, E. H. Anderson; 2d vice-president, Katharine L. Sharp; secretary, no nomination, as present three-year term is as yet unexpired; treasurer, George F. Bowerman; recorder, Helen E. Haines; trustee of endowment fund, D. P. Corey. Councillors: George S. Godard, Isabel E. Lord, Herbert Putnam, Samuel H. Ranck, H. G. Wadlin. The nominations were later announced in general session (*see* Proceedings, p. 181), with the statement that the ticket would also include any names sent in on nominations signed by five members of the Association.

Committee on nominations.—It was *Voted*, That the incoming president appoint a committee at a suitable season to report nominations at the next annual meeting of the Coun-

cil, and that the same committee report an amendment to by-law 3, governing the selection of vice-presidents.

Resignation of treasurer.—It was *Voted*, That the Council extends a hearty vote of thanks to the retiring treasurer, Gardner M. Jones, and expresses its deep appreciation of his devoted and untiring services for nine years in behalf of the Association; and requests that this motion be suitably prepared in writing and placed in full upon the records.

Place of next meeting.—Invitations for the meeting of 1907 were received from Asheville, N. C., Atlantic City, N. J., and Richmond, Va. Representatives from both Asheville and Richmond were heard, and assured the Association of a cordial welcome. It was *Voted*, That the invitation from Asheville be accepted, if suitable arrangements can be made with the railroads. It was also *Voted*, That the cordial invitations presented from Richmond, Va., be acknowledged with thanks, and with sincere appreciation of the kindly interest and warm fellowship they evince in the welfare of the Association.

Invitations for 1908.—Invitations for 1908 were received from Minneapolis, Minn.; Ottawa, Can.; Saratoga Springs, N. Y.; and Winona Lake, Ind. An invitation from Seattle, Wash., for 1909, was also presented. It was *Voted*, That these invitations be received and placed on file for later consideration.

Amendment to by-laws.—It was *Voted*, That the amendment to the by-laws recommended by the treasurer and presented on behalf of the executive board be adopted, as follows:

Amend by-law 1 by inserting the following sentence: "Members whose dues are unpaid at the close of the annual conference and who shall continue such delinquency for one month after notice of the same has been sent by the treasurer shall be dropped from membership."

A. L. A. entrance fee.—A letter from the California Library Association was read, protesting against the adoption of an entrance fee of \$1, making A. L. A. dues \$3 for the first year of membership and \$2 per year thereafter, instead of \$2 per year as heretofore. It was *Voted*, That the treasurer report at the spring meeting of Council on the subject of the A. L. A. entrance fee adopted at the meeting of Council at Atlantic City, in March, 1906.

Permanent headquarters.—The executive board, through the secretary, reported the ac-

tion taken by it, in accord with the instructions of the Council, in establishing permanent headquarters, in charge of Mr. E. C. Hovey. The report was received and ordered placed on file.

Endowment fund income.—On recommendation of the trustees of the endowment fund and with the approval of the Publishing Board, it was *Voted*, That the income in the hands of the trustees of the endowment fund be paid to the treasurer of the A. L. A.; that the treasurer be directed to apply that income to the permanent headquarters fund; and that the action of the Council at Atlantic City on March 10, 1906, directing other disposition of this fund, be hereby rescinded.

Report on Copyright Conference.—Mr. Bostwick presented the following

REPORT OF THE DELEGATES APPOINTED TO REPRESENT THE ASSOCIATION AT THE COPYRIGHT CONFERENCES

At the date of the Portland conference of the A. L. A. last year one session of the conference on copyright had already been held, and it was reported upon by your delegates. At a meeting of the Council the executive board was requested "to take measures for the representation of the Association at future conferences on the revision of the copyright laws, and in behalf of the Association to protest against the inclusion in the copyright law of the provision prohibiting importation of copyrighted works into the United States without written consent of author or copyright proprietor, or to secure some modification of the same." Acting on these instructions the board requested the undersigned to continue as official representatives of the Association, and as such they have attended the two remaining sessions of the conference, namely, at New York, Nov. 1-4, 1905, and in Washington, March 13-16, 1906. They were also represented at the hearing in Washington before the Senate and House Committees on Patents, beginning June 6, 1906. In the interval between these two conferences they also had an informal meeting with the representatives of the American Publishers' Copyright League and attended a conference between these representatives and our executive board. As a result of these conferences and of the consequent correspondence and action of our executive board, as reported to the Council at its meeting in Atlantic City on March 10, the provisions of the proposed revision and consolidation of the copyright laws as embodied in the final draft prepared in the copyright office and now before Congress as Senate Bill 6330, have been worded as follows so

far as they affect the interests of libraries in the United States:

"Section 30.—That during the existence of the American copyright in any book the importation into the United States of any foreign edition or editions thereof (although authorized by the author or proprietor) not printed from type set within the limits of the United States, or from plates made therefrom, or any plates of the same not made from type set within the limits of the United States, or any editions thereof produced by lithographic process, not wholly performed within the limits of the United States, in accordance with the requirements of section thirteen of this act, shall be and is hereby prohibited: PROVIDED, HOWEVER, That such prohibition shall not apply—

"(a) To works in raised characters for the use of the blind;

"(b) To a foreign newspaper or magazine, although containing matter copyrighted in the United States printed or reprinted by authority of the copyright proprietor, unless such newspaper or magazine contains also copyright matter printed or reprinted without such authorization;

"(c) To the authorized edition of a book in a foreign language or languages, of which only a translation into English has been copyrighted in this country;

"(d) To books in a foreign language or languages, published without the limits of the United States, but deposited and registered for an ad interim copyright under the provisions of this Act, in which case the importation of copies of an authorized foreign edition shall be permitted during the ad interim term of two years, or until such time within this period as an edition shall have been produced from type set within the limits of the United States, or from plates therefrom, or by a lithographic process performed therein as above provided;

"(e) To any book published abroad with the authorization of the author or copyright proprietor when imported under the circumstances stated in one of the four subdivisions following, that is to say:

"(1) When imported, not more than one copy at one time, for use and not for sale, under permission given by the proprietor of the American copyright;

"(2) When imported, not more than one copy at one time, by the authority or for the use of the United States;

"(3) When specially imported, for use and not for sale, not more than one copy of any such book in any one invoice, in good faith, by or for any society or institution incorporated for educational, literary, philosophical, scientific or religious purposes, or for the encouragement of the fine arts, or for any college, academy, school or seminary of learning, or for any state school, college, university or free public library in the United States; but such privilege of importation without the consent of the American copyright proprietor shall not extend to a foreign reprint of a book by an American author copyrighted in the United States unless copies of the American edition cannot be supplied by the American publisher or copyright proprietor;

"(4) When such books form parts of libraries or collections purchased en bloc for the use of societies, institutions or libraries designated in the foregoing paragraph; or form parts of libraries or of the personal baggage belonging to persons arriving from foreign countries, and are not intended for sale."

These provisions represent important modifications of the proposed law as it would have been approved by the conference if your delegates had not protested. As at first proposed by the various associations representing the different copyright interests, the law prohibited the importation into this country, with or without the payment of duty, of all books

that have been granted copyright in the United States, no matter what their origin, unless the proposed importer could secure the consent of the holder of the copyright. The present draft permits such importation by libraries and kindred institutions with the single exception of foreign reprints of American books, and it permits even these to be imported when copies of the American edition cannot be obtained here.

The privileges enjoyed by libraries under the present law are lessened in the proposed law only in two respects: the limitation of importation to one copy at a time instead of two, and the prohibition of importation of foreign reprints of American in-print copyright books without the consent of the copyright proprietor.

In consenting to these changes in the existing law your delegates acted under the conviction that it would be impossible to induce the conference to agree upon a complete retention of the existing privileges, and that these privileges were so slightly reduced by the proposed changes that it would have been bad policy on the part of your representatives to risk the disagreement of the conference by holding out against them altogether, especially as the representatives of other interests in the conference had shown themselves willing to meet us considerably more than half way.

No more sessions of the copyright conference are to be held, but in view of the fact that the bill cannot pass until the next session of Congress, we would respectfully recommend that a committee be appointed to watch its progress and take whatever action may be necessary in the interests of this Association.

FRANK P. HILL,

ARTHUR E. BOSTWICK,

Delegates.

It was *Voted*, That the report be accepted and the recommendations of the committee adopted, and that the thanks of the Council be extended to the delegates for their successful efforts.

Delegates on Copyright Bill.—It was *Voted*, That the delegates appointed to represent the Association at the Copyright Conferences (Frank P. Hill, A. E. Bostwick) be continued as a committee, to watch the progress of the copyright bill and take whatever action may be necessary in the interests of this Association.

Papers read at conferences.—The recommendation made by the general association, in connection with the report of the publicity committee (*see* Proceedings, p. 218), that papers to be read at conferences be printed in advance, was discussed. It was *Voted*, to amend the proper by-law by providing that

abstracts of papers to be presented at Association conferences shall be in the hands of the program committee at least two weeks before the conference.

Receipt for customs entry.—In accord with the recommendation of the committee on bookbuying (*see* p. 193), it was *Voted*, That the executive board prepare and present to the Secretary of the Treasury, on behalf of the Council, a resolution setting forth the recommendation of the committee on bookbuying regarding the customs receipt required for purpose of customs entry.

A. L. A. district meetings.—It was *Voted*, That a committee of three be appointed by the chair to consider the advisability of holding district meetings of the A. L. A., said committee to report at the last session of the Council at this meeting. The committee was appointed as Miss Stearns, Miss Wallace, C. W. Smith. It presented the following report:

To the Council of the American Library Association:

The committee appointed to consider the desirability of holding district meetings of the American Library Association would respectfully report that it deems it advisable and necessary to hold such meetings, if the Association is to be of the greatest good to the greatest number. There is one section of the country, the Southwest, for example, that has never been visited by the A. L. A. as an organization or officially by any of its members. The libraries in this section are passing through the critical formative period, when help is of such great value and would be gratefully received. For lack of such assistance as the A. L. A. could give one section of the country—the Pacific coast—organized a district association some time since, while an effort was made to organize another in the southern states during the past winter, and there is a growing feeling for district organization in other sections.

As your committee feels that the organization of such associations would tend to lessen the effectiveness of the A. L. A., your committee would recommend that the executive board be requested to make a trial of a district meeting of the A. L. A., during the coming year, in the southwestern part of the country, in co-operation with the Texas Library Association and the public libraries of Oklahoma, Louisiana, Arkansas, Arizona, New Mexico, Nevada, and Southern California, the meeting to be presided over by a member of the executive board, Council, or appointee exclusive of any member of the A. L. A. in the district.

LUTIE E. STEARNS, *Chairman.*

ANNE WALLACE.

C. W. SMITH.

It was *Voted*, That the report and recommendations of the committee be referred to the executive board with power to act.

Discussion on public documents.—The chairman of the committee on public documents submitted the following recommendation:

"Your committee on public documents respectfully suggests the expediency of substituting for the present committee a Public Documents Section, in order that those librarians whose interests on this subject could neither be anticipated nor handled in a committee report, may be furthered by more direct means than is possible in such a report. The desirability of some such arrangement was only brought to the attention of your committee yesterday, and there has not therefore been time to consult all the members of the committee. Of those members present at this conference Mr. Henry, Dr. Whitten, and Mr. Koch have been consulted and have expressed themselves in favor of such a change.

"ADELAIDE R. HASSE, *Chairman.*"

It was *Voted*, That the recommendation of the public documents committee be referred to the executive board, with the suggestion to the program committee that a round table meeting on public documents would perhaps be more effective and satisfactory.

Law Librarians' Section.—The matter of establishing a Law Librarians' Section was brought up in letters read by Mr. Thomson and the secretary from law librarians interested in the plan, and it was *Voted*, That the secretary be instructed to inform the persons interested of the course to be pursued in application for establishment of a section.

"*A. L. A. catalog*" supplement.—It was *Voted*, That the matter of a five-yearly supplement to the "*A. L. A. catalog*" be referred to the Publishing Board for action, with the approval of the Council.

Library post.—Letters were read from Dr. Canfield and Mr. W. Scott, urging that the A. L. A. should take direct action favoring the library post bill at present pending in Congress. There was general discussion of the present bill, and of the possibility of framing a substitute which might be better adapted to library needs. It was *Voted*, That a committee of the A. L. A. be appointed by the executive board to take up the matter of a library post and prepare a bill on the subject, with the co-operation, if desired, of the other associations interested in the matter.

Exhibit by Virginia State Library at Jamestown Exposition.—It was *Voted*, That the resolution commending the proposed bibliographical exhibition to be made by the Vir-

ginia State Library at the Jamestown Exposition, as submitted by the A. L. A. committee on Jamestown exhibit (*see* Proceedings, p. 219), be endorsed.

Social Education Congress.—Mr. Andrews read a letter from Mr. James P. Munroe, of Boston, calling the attention of the A. L. A. to the Social Education Congress, to be held in Boston on Nov. 30, Dec. 1 and 2, 1906, and suggesting that the president of the A. L. A. appoint a committee of three or five librarians in or near Boston to co-operate with the officers of the Social Education Congress in carrying out their plans. It was *Voted*, That the Council express its interest in and sympathy with the plans of the Social Education Congress, and refer the appointment of an advisory committee to the executive board with power.

Commercial advertising.—The matter of solicitation of advertising and issue of printed matter by local committees without previous approval by the executive board was discussed, on recommendation of the executive board. It was *Voted*, That the action taken by the Council at the Niagara Falls Conference in regard to commercial advertising and publications of local committee be reaffirmed; that the committee there appointed to frame a by-law covering this subject be revived; and that the secretary be requested to co-operate with the local committee and call its attention to such a by-law.

TRANSACTIONS OF EXECUTIVE BOARD

Non-library membership.—Upon motion of the treasurer 37 names of persons not engaged in library work were voted into membership.

Contemporaneous annual reports.—It was ordered that the reports of all officers, committees or boards having to do with finances and statistics shall cover the calendar year, with brief supplementary reports to the date of the annual conference.

Committee on cataloging rules.—The board affirmed the appointment by the Publishing Board of a committee on cataloging rules and established it as a special committee of the A. L. A., constituted as follows: J. C. M. Hanson, Alice B. Kroeger, A. H. Hopkins, E. C. Richardson, T. F. Currier, Nina E. Browne, W. S. Biscoe.

Assistant secretaries.—Edwin M. Jenks and Clara A. Mulliken were appointed to act as assistant secretaries for the Narragansett Pier Conference.

Library organization directory.—A communication was presented from Mr. A. H.

Hopkins asking that arrangements be made to print a list of all state library associations and commissions and local library clubs, with addresses of their officers. It was *Voted*, to request the editor of the *A. L. A. Booklist* to print a standing list of such names and addresses, supplementing and correcting the list printed annually in the Association handbook.

Permanent headquarters.—The matter of permanent headquarters received a large share of attention. Mr. C. C. Soule, representing the Publishing Board and trustees of the endowment fund, urged the early establishment of headquarters. He promised on behalf of the Publishing Board willingness to remove its office to any place selected; that the Publishing Board would pay not more than \$500 per annum toward the rent; that the board would relinquish the grant of the available interest of the endowment fund voted to it by the Council at Atlantic City; and that the board would contribute a limited use of the services of its employees on the general business of the Association, especially in answering questions and correspondence regarding technical library matters. A written report on the matter of permanent headquarters was submitted by Mr. E. C. Hovey, who added assurances that there was no reason why headquarters could not be established by Sept. 1. Mr. Hovey also presented personally his views regarding the headquarters and his own connection with the Association. The following communication was received from the Publishing Board: "The Publishing Board thinks it essential in establishing itself at the A. L. A. headquarters to have the use of two rooms besides storage for its publications. It also asks part time of a stenographer. In return it is ready to give assistance and advice in correspondence through its secretary and editor, and to contribute for the present \$500 a year toward rent; but it thinks that it should eventually be relieved from this charge." The treasurer stated that \$2800 had been paid in to the treasury from pledges secured by Mr. Hovey, and there had been about \$1000 expenses for salary and travelling expenses, leaving a net sum of \$1800 in the treasurer's hands. It was *Voted*, That from the report of E. C. Hovey, chairman of the ways and means committee, the executive board finds \$6300 in hand and available during the next year for the establishment of headquarters, and that in the opinion of the board the first year's budget should not exceed \$5000. It was also *Voted*, That the executive board appoint Mr. E. C. Hovey "in charge" of A. L. A. headquarters at a salary of \$2500 per annum, to date from opening of headquarters, provided the arrangement can be terminated

on reasonable notice if conditions prove unsatisfactory to the executive board or to the appointee. It was also *Voted*, to continue the present arrangement with Mr. Hovey as to salary from Aug. 1, 1906, to date of establishment of headquarters. It was later *Voted* That permanent headquarters be established in Boston at as early a date as possible. Also, *Voted*, That Mr. Hovey be instructed to draw up a statement covering such of the general activities approved by and included in the report of the committee on permanent headquarters submitted to the St. Louis Conference in 1904, which it seems practicable to undertake within a year, this statement to include under each head details of organization and administration; and that in addition Mr. Hovey submit a suggested budget for one year, including a sufficient item for furnishing headquarters, the total budget not to exceed \$5000.

Proceedings.—A letter from Mr. Hovey was read, recommending, among other things, the withdrawal of the free publications now furnished to members of the Association, and the use of every effort by the present members and officers of the Association to increase membership among libraries; also to relinquish for a year or two free distribution of the Proceedings, furnishing them at cost price to such members as are willing to pay for them. After discussion the executive board disapproved the recommendation as to abridgment of the Proceedings, and *Voted*, That no change in the present method of printing the Proceedings would be desirable. There was discussion of the manner of distributing the Proceedings, during which it was suggested, 1, that only one copy be sent to a single family; 2, that every member be required to ask for a copy of the Proceedings before it should be sent to him; 3, that the treasurer prepare a list of those members who would naturally receive duplicate copies because of library membership or other membership in same family, and ask them for specific orders before sending the Proceedings. It was *Voted*, That the manner of the distribution of the Proceedings be referred to the new executive board.

Resignation of Miss Doren.—The resignation of Electra C. Doren from the Publishing Board was presented and accepted with regret.

Receipt for customs entry.—The first vice-president (E. H. Anderson) and the secretary were instructed to prepare a memorial to be presented to the proper officer in the U. S. Treasury Department praying for the abolition of the receipt for purpose of customs entry.

Acting treasurer.—In the absence until September of the treasurer-elect, Mr. G. F.

Bowerman, it was *Voted*, That the board request Mr. G. M. Jones to act as treasurer until such time as the treasurer-elect shall be able to assume the duties of the office.

Discussion of public documents.—In accord with the recommendation of the Council, the secretary was instructed to inform the chairman of the public documents committee that the program committee is ready at any time to give favorable consideration to a request for a round table meeting on public documents, or as the chief topic on the general program for 1907 is to be "Use of books," a general session on public documents will be possible if the committee desires.

Appointments to committees, etc., were made as follows:

Finance.—C. H. Hastings, B. C. Steiner, D. B. Hall.

Library administration (continued).—W. R. Eastman, Cornelia Marvin, H. C. Wellman; continued without specific instructions for new work, but with authority to promulgate the recommendations made in its report to the Association at Narragansett Pier.

Public documents (continued).—A. R. Hasse, Johnson Brigham, W. E. Henry, J. P. Kennedy, T. W. Koch, H. H. Langton, Charles McCarthy, T. M. Owen, George W. Scott, Mary L. Sutliff, R. H. Whitten. Acting on the recommendation contained in the report of this committee, the secretary was instructed to state to the chairman that the constitution makes no provision for standing committees except such as are named therein, and that all committees are appointed annually.

Co-operation with the N. E. A. (continued).—J. H. Canfield, M. E. Ahern, Melvil Dewey, Martin Hensel. Electra C. Doren having declined to serve again on this committee, the secretary was instructed to secure recommendations from the chairman for a fifth person and communicate the name to the members of the executive board by correspondence.

Library training (continued).—Mary W. Plummer, H. E. Legler, J. C. Dana, W. C. Kimball, A. S. Root, Grace D. Rose, Isabel E. Lord, Eleanor Roper.

Publishing Board.—W. C. Lane, C. C. Soule, each for three years (to succeed themselves); H. C. Wellman, for term expiring 1908 (to succeed E. C. Doren).

International relations (continued).—E. C. Richardson, Cyrus Adler, J. S. Billings, Herbert Putnam, W. C. Lane.

Bookbuying (continued).—A. E. Bostwick, J. C. Dana, B. C. Steiner. The board appropriated \$200 for the use of the committee on bookbuying for the coming year, from conference to conference. The secretary was instructed to state to the chairman of the committee, in pursuance of the recommendations contained in the report of the committee presented at Narragansett Pier, that there are no standing committees of the Association save those named in the constitution, and that all committees are appointed annually.

Publicity (continued).—J. C. Dana, S. H. Ranck, Purd B. Wright. Reappointed until headquarters are established and satisfactory assurances can be given that the work of the committee can be cared for in the offices of the Association, after which time the committee, as named above, will be continued as an advisory committee.

Travel.—F. W. Faxon, E. C. Hovey, Mrs. Annie S. Ross, with power to appoint two additional members.

Title-pages to periodicals (continued).—W. I. Fletcher, Ernst Lemecke, A. E. Bostwick.

Bookbindings and book papers.—A. L. Bailey, W. P. Cutter, G. E. Wire.

Program.—C. W. Andrews, H. E. Haines, J. I. Wyer.

Library architecture.—C. R. Dudley, W. R. Eastman, C. C. Soule, John Thomson, F. P. Hill.

Library work with the blind.—N. D. C. Hodges, Emma R. Neisser, Etta J. Giffin, Asa D. Dickinson, B. C. Steiner.

Conduct of headquarters.—D. P. Corey, G. M. Jones, C. C. Soule.

Library post.—J. H. Canfield, chairman, with power to appoint two others.

Gifts and bequests.—D. B. Hall, unless arrangements can be made to compile this report at headquarters. The executive board passed a vote expressing its satisfaction with the report presented by Mr. Hall at Narragansett Pier and instructed the secretary to convey to him its thanks on behalf of the Association.

Commercial advertising.—President, secretary, H. C. Wellman. This committee, appointed at Niagara Falls, was revived and again charged with the duty of drafting a by-law covering the whole question of the relations of the Association to publishers and advertising.

Registrar.—Miss Nina E. Browne was reappointed registrar for the ensuing year.

J. I. WYER, JR., *Secretary.*

LEAGUE OF LIBRARY COMMISSIONS

FIRST SESSION

THE third annual meeting of the League of Library Commissions was held at Narragansett Pier, the first session being at 2 p.m. July 2, in the ball room of the Atlantic House.

Mr. Henry E. Legler, president of the League, welcomed those who were in attendance, representing 16 state library commissions, and also many others not directly connected with commission work, but who are interested in library extension.

A paper was read by Miss Alice S. Tyler on "What form of organization is most desirable for a small town making a library beginning," in which were discussed the advantages and disadvantages of certain plans of starting a public library in a small town, it being assumed that a small town shall be understood to be one with not more than 1000 inhabitants. Such a movement is usually along "the plane of least resistance" and is likely to be one of the following: the enlargement of the meagre school library for public use; a church reading room; a woman's club or town federation library; a temporary library association or subscription library; a travelling library center or station; or a free public library, supported by municipal tax. The serious factor in all these methods, except the last one mentioned, is that they are dependent on the spasmodic and irregular support resulting from the labors of the finance committee or the entertainment committee with fairs, suppers, entertainments, rummage sales, etc.

The value of a library association, which may serve as the medium for systematic and well-directed effort in working for a municipal tax, providing a book fund, and creating favorable sentiment was discussed. The helpful relation of the state library commission to the local movement and the great value of the travelling library sent by the commission, which materially strengthens any one of the local methods adopted for providing a public collection of books for the community, were also discussed. The value

of the reading room in a small town was emphasized, where it is possible to secure a librarian with the personal qualities that will make of it a stimulating center for the young people. The ultimate end of the effort to establish a public library in the small town should be to secure a municipal tax as provided by state law, but this will be such a small amount as to make it necessary that the friends of the institution shall provide by other methods for a larger book fund.

The paper was discussed by Mr. Eastman of the Library Extension Department of the New York State Library, Mr. Bliss of the Pennsylvania Library Commission and others.

"County systems of libraries" was the subject of a paper by Miss Merica Hoagland, in which she considered the growth of the idea of providing books for the use of residents outside the limits of the towns and cities, and the consequent legislation. The provisions of some of the county library laws were discussed and also the plan of making a large city library the center for a county system with branches, as was done in the case of the Cincinnati Public Library.

Miss Edna D. Bullock discussed "What the commission can do for the schools" by informally talking of the school library situation in Nebraska. With 10,000 teachers in 6660 school districts scattered over 76,000 square miles of territory, the commission found much pioneer work to be done. Many districts had no libraries five years ago, and even now many are without so much as an English dictionary or the most elementary sort of an encyclopædia. With one-third of the teaching corps annually recruited from the average rural and village schools, it was apparent that the schools would first have to get books, and then learn to use them. Accordingly, a graded list of books for school libraries was printed and distributed to county and city superintendents for the teachers under their jurisdiction, and county superintendents, institutes, summer schools, teachers' associations, and many public schools were visited in the interests of a wider use of

good books by teachers and pupils in the schools and in the homes. Instruction in the use of books was given to teachers. Programs and circulars for the celebration of Library day in the schools were prepared and distributed to all the schools, and also many other circulars and letters.

The results amply justify the time and money expended. Thousands of dollars are now being voluntarily raised and spent on school libraries every year, while the character of the books purchased has greatly improved.

"Selection of books for travelling libraries" was the subject of a paper by Miss Katherine I. MacDonald, in which the experiences of the Wisconsin Library Commission were used as a basis for observations and conclusions as to the kinds of books most desirable for the miscellaneous library sent to an average community. The practical value of this paper and the suggestions which were fruitful for discussion, led to a motion that owing to the lateness of the hour the discussion be taken up at the adjourned meeting at 10.30 the following morning.

Before adjournment the president named a nominating committee to report to the adjourned meeting on officers for the ensuing year, the committee consisting of Miss Bullock, chairman; Mrs. Howe and Miss Hoagland.

SECOND SESSION

The adjourned meeting of the League of Library Commissions was held at 10.30 a.m. July 3, in the ball room of the Atlantic House with a good attendance. The discussion of Miss MacDonald's paper on "Selection of books for travelling libraries" was taken up, those taking part in the discussion being Miss Reynolds of the Indiana Library Commission, Mr. Eastman of the New York State Library, Mr. Galbreath of the Ohio State Library, Miss Askew of the New Jersey Library Commission, Miss Stearns, and others. The questions of fixed groups of books for general reading and general collections which are drawn upon for flexible groups on special subjects were discussed, as well as the use of foreign books. It was recognized that readable, one-volume books on popular non-fiction

subjects were in great demand and that books for foreign readers on American customs, institutions and history were much needed. Miss Campbell of the Passaic (N. J.) Public Library told of foreign books and their selection in the Passaic library and Miss Stearns spoke of their value in the Wisconsin travelling libraries.

"State examinations and state certificates for librarians" was the subject discussed in a paper by Miss Clara F. Baldwin. The fact that the standards of teaching have been greatly raised by state examination of teachers was suggested as a reason for the question, Why may not the state exercise supervision over libraries in a similar way? Many difficulties were mentioned, such as the nature of the examinations, the grading of certificates, whether requirements should be on the basis of the size of the library to be served, whether examinations for assistants and administrative positions should differ, etc.

Discussion on this subject emphasized the fact that there are many difficulties in the way of working out a feasible plan; it was moved by Mr. Galbreath that a committee of three be appointed by the incoming president to consider the advisability of recommending to the next meeting of the League some plan for state examination and grading of librarians.

Miss Anne Wallace presented a paper on "Library commission possibilities in the Southeast," in which she told of what had been accomplished by the Georgia Library Commission without any appropriation for salaries or expenses in library extension, not only in the state of Georgia, but in the neighboring states of North Carolina, Tennessee and Alabama. A hopeful outlook was given regarding the prospects for future work and the valuable aid of the Carnegie Library of Atlanta and the Southern Library School in the work that had been accomplished was acknowledged. The reorganization of the Georgia Library Commission and encouraging prospects for a state appropriation have led to the selection of an organizer.

Owing to the brief time remaining for the meeting the reading of the report of the executive board was dispensed with. During

the year the organization of the League has been perfected and the following active membership has been secured: California State Library, Connecticut Public Library Committee, Delaware State Library Commission, Idaho Free Library Commission, Indiana Public Library Commission, Iowa Library Commission, Michigan State Board of Library Commissioners, Minnesota Public Library Commission, Nebraska Public Library Commission, New Jersey Public Library Commission, New York State Library, Oregon Library Commission, Vermont Board of Library Commissioners, Virginia State Library, Washington State Library Commission, Wisconsin Free Library Commission. The meeting of the executive board in Indianapolis in December, 1905, was largely given to the final consideration of constitution, the matter of publications to be secured and recommended, and the program for this meeting.

The report of the publication committee was read by Miss Baldwin in the absence of the chairman, Miss Marvin. The "Library commission yearbook" has been printed and other material including a tract on travelling libraries and a pamphlet on small library

buildings, is nearly ready for publication. The committee recommended that the pamphlet on small library buildings should be issued as soon as possible; that a list of children's books supplementing the "Suggestive list" be provided at the earliest possible date; that a selected list of books in foreign languages suitable for small libraries be issued as speedily as practicable; that leaflets for newspaper use in pushing local campaigns for public libraries be issued at once; that the Yearbook for 1907 contain comparative commission library laws and an article on library administration; that the League co-operate with the publicity committee of the A. L. A. in furnishing material for press notices which may be used in papers throughout the states.

The report of the nominating committee was made, with the following officers recommended for the ensuing year: President, Miss Alice S. Tyler, Iowa; vice-president, Mr. J. P. Kennedy, Virginia; secretary-treasurer, Miss Clara F. Baldwin, Minnesota. Upon motion the president was instructed to cast the ballot for the election of these officers.

Adjourned.

ALICE S. TYLER, *Secretary*.

NATIONAL ASSOCIATION OF STATE LIBRARIES

THE annual meeting of the National Association of State Libraries was held in connection with the A. L. A. Conference, two sessions being held, on Saturday, June 30, and Monday, July 2. Officers were elected as follows: President, J. L. Gillis; 1st vice-president, T. L. Montgomery; 2d vice-presi-

dent, H. O. Brigham; secretary-treasurer, Miss M. M. Oakley.

[NOTE.—Owing to the loss, in the mail, of the full report of proceedings of the Association, the "Proceedings and addresses" could not be prepared for publication in time to be included in this volume of A. L. A. Proceedings.]

BIBLIOGRAPHICAL SOCIETY OF AMERICA

THE Bibliographical Society of America held a meeting in connection with the Narragansett Pier Conference on July 2, 1906, and meetings of the Council of the society were held on June 30 and July 2. Officers were elected as follows: President,

William C. Lane; 1st vice-president, Reuben G. Thwaites; 2d vice-president, E. C. Richardson; secretary, W. D. Johnston; treasurer, Carl B. Roden; librarian, Wilberforce Eames; councillor, C. Alex. Nelson. About 50 members were in attendance at the meeting.

NARRAGANSETT TO NANTUCKET: CONFERENCE DAYS AND POST CONFERENCE TRIP

COMPILED FROM VARIOUS AUTHORITIES

THE WEEK AT NARRAGANSETT PIER

"Let Fido chase his tail all day,
Let Kitty play at tag,
She has no time to throw away,
She has no tail to wag"—

SO she had supposed; but a week's respite from time schedule and delivery desk, a week in which the model book-supporter and the electric dust-chute alike faded into obscurity and became as though they were not, taught her otherwise. For the librarian, too, can play. Though she may work harder than "adamant" at home, in Conference week there is a delightful response to the calls of Frivolity, which does much toward clearing the atmosphere of all adamant-severities.

At Narragansett Pier, upon the hard, white beach, along the fringe of rocks that break the sandy stretches of the beautiful Rhode Island shore, upon the broad piazzas of the Mathewson, the Gladstone, the Metatoxet, even in the most unpromising spots of quaint Narragansett, did the librarians disport themselves, and prove that even the best and fullest program cannot crowd out the thousand and one unprofessional interests of friendly meeting, of greeting old friends in a new place, that make for the pleasantest memories that accrue to the A. L. A. gatherings.

This is not the place to speak of the sessions themselves, of the pleasure and satisfaction derived from listening on succeeding days to such speakers as Dr. Faunce, Dr. Schaeffer, and Owen Wister, unless it be to say that all left the sessions refreshed and interested, and awake to every new impression that the Narragansett world might have in store for them.

One of the chief features of the meeting was the special gatherings by which people with common affiliations—dwellers in the same state, graduates of the same school, members of the same association—were

given an opportunity to get together and compare notes or retail experiences. Among others, the states of Minnesota, Vermont and Connecticut, and the New York State, Illinois, Pratt, Drexel, and Wisconsin summer library schools were represented by special dinners or receptions, and the Southern librarians held a *conversazione* and afternoon tea. Indeed, at the Mathewson, the headquarters hotel, there was the atmosphere of an informal reception throughout the whole week, and in the corridors, the parlors, and on the piazza there were always to be seen groups of animated talkers who preferred to sit at their ease rather than to indulge in pastimes of a more arduous character.

The delightful ball room and orchestra offered an opportunity to the more frivolously minded to enjoy almost nightly dancing, and proved that whether or not librarians have become more proficient in their profession, they at least possess aptitude in the genile art of the two-step and the waltz.

Opportunities for pleasure out of doors were numerous—drives, walks, trolley trips, and, last but not most important, bathing. There was nothing more popular than this, and either by the grace of God or grace of the program committee, there was always time for a delightful surf dip between the end of the morning session and the hour for dinner. For at Narragansett it is time and not tide that decides the bathing hour, and from twelve to one natives and guests alike pursue the path that leads to the bathing houses and the beach. Even on Sundays, it was told, the churches arrange their services so that the congregation shall be able to get from their pews to the bathing beach and change their Sunday clothes for their bathing suits, within the proper hour—proving, by the way, that there are a few New Englanders less trammelled by Puritanical tradition than was that scion of the Adams family, the ill-

starred hero of Miss Pinneo's "true story," with whose adventures the librarians became acquainted on the Sunday evening that they spent at Narragansett.

To find wild roses growing within two feet of the breaking surf, it would seem that one must go to Peter's Never-Never land; but you will find them just as readily in Narragansett. Their fragrance was ever present during the delightful walks along the beach and rocks that edged the sea, again through the sand dunes and the long meadow grass that flanked the beach, and then in the far back country where there were a hundred beckoning roads and landmarks full of local or even historic interest that proved an un-failing bait to those possessing the "Bae-deker mind." The five-mile drive to Point Judith was particularly delightful, as was the long trolley trip to Providence. But perhaps the most charming of all the trips was the visit to the beautiful little village of Peace Dale, so appropriately named, a reminder that in the early days of its history the whole of Rhode Island itself was known to the Indians as Aquidneck, or the Isle of Peace. At Peace Dale the visitors saw the beautiful church, passed the old mill and mill ponds, were pioneered through the grounds of the Hazard homestead, and visited the Peace Dale Public Library, the gift of Rowland G. Hazard to the town—a charming building, well equipped for the excellent work that it has carried on. Here they were most cordially received and shown everything, from the assembly hall, with its fine collection of antlers and deer's heads, down to the basement, adorned at the moment with the fancy costumes that had been used in the entertainment last given there.

Though the weather was disappointing on the day of the Fourth, in the evening it was fine, and the fireworks, set off, as they were, directly over the sea, made a wonderful display. The moon, approaching to the full, half hidden by black clouds, remnants of the passing storm, and the glow of the rockets, whose fire seemed to drop into the shadowy waters, made a picture never to be forgotten, and marked the end of a Fourth of July that had been unusually interesting to all. But all things end, and just as the bathing

beach had become an accustomed haunt and the rocks familiar friends, came the time for packing up and the rush for certificates and return tickets. The last evening at the Pier ended in gayety—dancing and a full moon proved too inviting to make sleep before midnight tolerable; and the next day the departing clans carried back with them the memory of that last night as a fitting close to the delightful Conference of 1906.

PROVIDENCE DAY

Narragansett Pier was so attractive that it required a strong sense of duty on the part of many librarians to take them off for a day in the city. But here did virtue receive its reward in the very doing! For there were none of the unpleasantnesses associated with the thought of the city in summer, and there was pleasure of sorts strewn all through the day. And perhaps what gave most pleasure of all to "dealers in things" was the delightful sense of the ease with which the whole matter was managed, the ordered smoothness of all arrangements.

Tuesday, July 3, was set down on the program as "Providence day." First came a trolley trip to Saunderstown on special cars—and who is there can resist the thrill of superiority brought by anything "special"? Then the steamer *Warwick*—which was special, too!—carried the visitors up the beautiful bay to the city wharves. The Providence committee offered apologies, on the way to the boat, for the non-arrival of the special (!) maps of Providence ordered for the occasion, but even this slight flaw was not to mar the perfect ordering of the day, for the maps came in time for distribution on the boat. The sheet contained, besides a plan of the city, historical matter, and a list of the settlements, islands, lights, and so forth, to be passed on the sail up the bay. This reading matter gave intellectual occupation to many on board, the excitement of trying to fit names to places proving almost too much for several.

At Providence the party, numbering some five hundred, scattered, some seeking one library Mecca, some another. (For every library may be a Mecca to the devout librarian.) A buffet luncheon in Sayles Hall, on

the Brown University campus, was served from twelve to two, so that there was ample space, as well as ample refreshment for all.

But the choicest "feature" of the local committee's work was the magic way in which, whenever a librarian desired to go to any of the libraries of the city, a special trolley car appeared at once and whirled him or her away to it. Of an inspector on one of the cars a librarian asked, "How do you know librarians when you see them, so as to let them on?" The inspector smiled loftily and replied, evasively, "Oh, I guess we don't make many mistakes!" Presently as the special car approached a plain ordinary car the questioner continued, "Those people are not librarians, are they?" "No," said the inspector, laconically, "they're paying their nickels!"

The Brown University Library, crowded into a quarter of the space it needs, the Historical Society Library, where old portraits and historical relics preside gravely over solemn rows of books, the beautiful John Carter Brown Library, with its priceless collection and its atmosphere of scholarly leisure, the Athenæum, tempting one to stay and browse, the State Library, in its pleasant quarters in the towering white capitol, the Public Library, with so many specialties that every one desired to see, that the librarian and his assistants must have been worn out answering questions—all were duly visited by all the truly conscientious of the party. And who in the A. L. A. is not conscientious?

At four—all too soon—the *Warwick* bore the party away again, stopping this time at Rocky Point for a Real Rhode Island Clambake. Although it was early for dinner, there seemed to be but one mind in the five hundred, who, with dinner tickets in hand, flocked straight to the clambake pavilion. There was time to linger a little outside, to see the clams, piled on red-hot stones, being covered with wet seaweed; but the moment the gates were opened none stayed to look in any other direction. The long tables, parallel with the sea, gave those seated on the inner side the view out through the open side of the pavilion over the shining water, but the contents of the tables attracted more attention

than the view. Pilot bread, Boston brown bread, salad and pickles were soon supplemented by huge bowls of steaming clam chowder. It is supposed to be after several plates of such that the poet produced the immortal stanza:

"You cannot choose in life your lot,
You cannot right all wrongs.
The clam loves not the chowder hot—
But that's where he belongs!"

After the chowder came the principal dish—the "baked" clams—which had been steaming in the seaweed, and now appeared accompanied by drawn butter. Big pans came in full only to disappear empty a few moments later, replaced by other pans. One hundred and thirty-four clams is said to be the record individual consumption for the occasion. What appeared to be a full brass band discoursed gay music to hearten the attack, and nobly did every one respond. After infinite clams there appeared clam fritters in large quantities and then two kinds of fish, with baked sweet potatoes. A few became disheartened at this point, and at the soft shell crabs that followed more ceased to be interested. Then arrived lobster, so good that it *must* be eaten. When watermelon appeared next there were sighs of relief because there *couldn't* be any more, but before the coffee was served ice cream! There were some who said the flavor was ptomaine. Who wonders that a member of the Council renamed Rocky Point—Royal Gorge?

A few brave souls, after this, went on merry-go-round, shoot the chute, scenic railway, and the like, but the majority wisely refused the invitations of the barkers. To the boat again and a pleasant sail to Saundertown, and in the cabin actually cake walking by the undaunted! The special trolleys whirled the pilgrims homeward through the dim night and brought to Narragansett Pier the whole party, tired, perhaps, but enriched by a delightful, and to most a unique, experience.

The hospitality, the thoughtfulness, the efficiency and the originality of our hosts are hard to put into words, and the pleasure of those who profited by them was even greater. All hail, Providence!

THE NANTUCKET POST CONFERENCE TRIP

For a day and a half the librarians travelled from Narragansett Pier to Nantucket, exemplifying in their journey the sad story of the "Ten little Indian boys." For they set out from the Pier at noon on Friday, July 6, some three hundred strong, and they reached the "island home" of Nantucket on Saturday night as a party of fifty, less one. All along the way there were leave-takings, as singly or in groups people left for home, for vacation outings, or for return to work.

From the Pier by trolley to Saunderstown, and from there by steamer, the three hundred reached Newport, in the beauty of a perfect summer afternoon. Here carriages were waiting for a long drive about the town and past the line of villas and palaces, whose identification is the glory of the Newport guide. A stop was made at the Redwood Library, where the visitors were welcomed by Mr. Bliss, and studied with interest the quaint and timeworn fittings and interesting contents of this historic old library. The drive ended at Easton's Beach, where a shore dinner was served — modelled upon the historic Rocky Point clam bake, but tamer, less enthralling than that memorable Orgy. After the watermelon had put its gentle quietus upon chowder, baked clams, clam fritters, blue fish, sweet potatoes and "fixin's," the party scattered, some to take the famous Cliff Walk, in the sunset glow, some to return to Narragansett Pier for their homeward journey, and some to wander about Newport, or rest at the Aquidneck House. This quiet old hotel was headquarters for the night, and from it at eight-thirty on Saturday morning the pilgrims set out, to go by trolley to Fall River. It was a delightful spin — flying along green fields and woods, through a luxuriant countryside, until the increasing number of great mills showed the outskirts of the mill city.

At Fall River the library was visited, in its new and monumental building, and there was time for a short walk about town before the second relay of special trolley cars bore the party to New Bedford. Here dinner, at the Mansion House, was the first order of the

afternoon, and then came a visit to the Free Public Library, housed in an old-fashioned city building, but full of the atmosphere of books and of kindly service. Mr. Tripp and his assistants received the visitors, who later made their way to the rooms of the Old Dartmouth Historical Society, where they hung absorbed over the quaint and curious relics and implements of the whaling days, until it was time to hasten to the wharf for the Nantucket boat.

It had been "a misty, moisty morning," and early in the afternoon a persistent drizzling rain set in, so that the charms of the four hours' voyage were considerably mitigated. The *Gay Head* was late in leaving New Bedford; she carried an amazing cargo of freight, furniture, and summer colonists for Wood's Hole and Cottage City; she was damp and chilly without and close and stuffy within; and it was a tired and bedraggled A. L. A. party that finally reached Nantucket, nearly two hours late, and were driven through a heavy rain to the light, good cheer and comfort of the Sea Cliff Inn, where dinner was waiting and rooms were ready for all.

The Conference had not been wearying, but at Nantucket rest was all pervasive. Two days of fog and intermittent rain, with a Sunday thrown in, followed the arrival of the A. L. A. party. Its members wrote letters, visited, walked, drove, looked over the curio and antique shops, and went to church. There are four churches in the town and at each one on Sunday morning was read the general notice that a company of representative librarians was within its borders and would be given a reception at the Nantucket Athenæum the next day, and the townspeople generally were invited to attend and make the occasion one of hospitality and interest. In response to this cordial invitation most of the librarians and many of the townspeople met informally at the Athenæum Monday forenoon. The people of that island town may well be proud of this well-selected, well-arranged, and well-cared-for library containing about twenty thousand volumes, and of the dignified wide-columned building which shelters it. To the regret of all present, the librarian, Miss Barnard, who had served for nearly forty years,

was not able to be present, being ill at home. Later in the day a note of appreciation of her work and regret for her illness was signed by all the librarians and sent to her at her home. The whole reception was most pleasant, trustees and their friends greeting cordially the visitors. An address of welcome was made, to which ex-President Carr responded, and remarks followed by other of the Nantucketers and by Miss Ahern, Mr. Bliss and others of the library party.

The next day was fair and sunny, and in divers carriages and at different times most of the party took the drive to Siasconset, usually called Sconset. This narrow-streeted collection of little houses, ranging in their names from "Wild Rose Arbor" to "The Captain's Gig"—and placed well up on a shrub- and vine-grown cliff—well rewards a drive across the open moor; and one may wander on beyond the queer little village to the lighthouse on Sankoty Head, or may scramble down the cliff and walk on the sandy stretch of beach below. In the midst of all that is old and queer and quaint, one suddenly comes upon the latest of modern inventions in the form of a Marconi wireless tower, which, if sentient, might well wonder to find itself standing thus in strange company. Beside the ride to Sconset one may also go to the Surfside or Monomoy, where the best view of the town of Nantucket is to be had, showing the open bay with the houses clustering along the curve of the shore, the church steeples rising here and there, the lighthouse on the seaward point, and on the hill inland the old windmill, lifting uselessly its broad, short arms. As one lingers over this view he does not wonder that Nantucket has long been beloved of artists who never weary of her form and color. Inland from the marshes lie the moors, with their clumps of scrubby pines and stretches of bayberry and wild rose. Great purple patches show where large beds of the delicate little *polygala polygama*—new to many of the visitors—are growing. Soft sagey greens of unusual varieties of the beach pea range themselves against the vivid yellow greens of the marsh grass, while over and around all are the varying blues of sea and sky.

An invitation to the exhibition of the Cof-fin school was accepted by most for Wednesday afternoon, and the results of the manual training, basketry and needlework compelled admiration and in many cases the opening of pocketbooks. Indeed, the island is not lacking in expedients for the relief of overfull purses, and the visitor may acquire a large variety of souvenirs, varying from post-cards to antique sideboards.

Each of the four days brought its share of pleasant things. A glorious twenty-one mile sail, out at sea, "along towards Tuckernuck," will long be remembered; the Historical Society was most interesting, with its fine collection of early Nantucket relics, including the "marine camels" that were for some time a mystery to the visitors; the Maria Mitchell memorial house more than repaid a visit; and there were, besides, the Unitarian church belfry, inviting a long climb and a fine view, the ancient overgrown burying ground, the Oldest House, and many another quaint and curious landmark.

One evening all gathered in the parlor of the pleasant Sea Cliff Inn and listened to Miss Hartwell read a detailed and interesting account of the Yellowstone trip of the year before, and looked over the photographs taken by Mr. Faxon and others. Re-traveling thus that wonderful journey, one could not fail to be impressed with the inestimable value these conference trips have been to those of us who have taken them. One who has followed the meetings of the A. L. A. for the last dozen or more years has seen under unusually good conditions a really large part of our country and has in addition made lasting friendships which have enriched and broadened and sweetened life.

Quaint is the adjective usually applied to Nantucket. Dignified and self-respecting, it is, too, with its fine brick mansion houses, its tree-shaded Main street, its ample schools and churches. These date from the days of flourishing whale fisheries, when big ships crowded the docks and the activities of large and prosperous business gave employment to many people. Now all this is changed. The big whalers are a thing of the past, the whaling industry having been pushed aside by the

introduction of steam vessels on the sea and the competitive products of petroleum in the market; so that now along the shore are moored only little white-sailed sloops and cat-boats, and at the wharves great excursion steamers come and go.

To-day the summer boarder possesses the island. He comes early and he stays late, for the climate is singularly soft and mild, having nothing of that sub-Arctic quality frequently felt along the north shore. He finds still water or surf bathing, fresh and salt-water fishing, and, best of all, unlimited sailing.

All these pleasures the librarians tested, returning with red noses and whetted appetites. They took the drives, they bought antique candlesticks, they ate broiled live lobster for supper, they danced, they walked, they rowed, they sailed. And on Thursday morning when their time was up they reluctantly took the steamer for home, cheering themselves with the consciousness that they had scored their usual record of making the most of many good times, and finding expression for

their emotions in the epic hereto appended, which celebrates and is dedicated to

THE A. L. A. AT NANTUCKET

A for the A. L. A., forty-nine strong,
B for the Baggage they toted along,
C for the Clambake they had down the Bay,
D for the Drive, through the long summer day.
E for the Evening Star shimmering bright,
F for the Fog that shut it from sight,
G for the *Gay Head* that bore us o'er sea,
H for the Heave of the waves wild and free,
I for the Inn, the best on the Isle,
J for the Jetties, in length near a mile,
K for the Kurfew that sounded at nine,
L for the Lightships that roll on the brine.
M for Maria's Memorial Dwelling,
N for Nantucket, of which we are telling,
O for the Oil that comes from the Whale,
P for the "Pound rounds" that never are stale.
Q for the Quaintness pervading it all,
R for the Roses on every stone wall,
S stands for 'Sconset, where bluefish are caught,
T for the Trades at the Coffin School taught.
U for Ubiquitous — Faxon yclept,
V for the Vanes, on each cottage porch kept.
W for the Windmill, that every one saw,
X — its Xtreme Age, which filled us with awe.
Y for the Yearning we felt to remain,
Z for the Zest with which we'll come again.

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ABBREVIATIONS: F., Free; P., Public; L., Library; Ln., Librarian; As., Assistant; Tr., Trustee; Ref., Reference; Cat., Cataloger; Br., Branch; Sch., School.

Abbatt, Wm., Publisher, New York, N. Y.
Abbott, Etheldred, As. Wellesley College L., Wellesley, Mass.

Abbott, Mrs. R. S. G., Wellesley, Mass.

p Abbott, Blanche N., Laconia, N. H.

p Ackley, Gabriella, Ln. P. L., Oconomowoc, Wis.

n Ahern, Mary E., Ed. *Public Libraries*, Chicago, Ill.

Alden, Alice Morton, Cat. P. L., Middleboro, Mass.

p Allen, Jessie, Ref. As. P. L., Indianapolis, Ind.

Allen, Ruby M., As. F. P. L., Worcester, Mass.

Allen, Rev. W. H. B., Secy. Library Association, Narragansett Pier, R. I.

Almirall, Raymond F., Architect, New York, N. Y.

Ambler, Sarah, Cat. Public Documents Office, Washington, D. C.

p Anderson, Edwin H., Director N. Y. State L., Albany, N. Y.

p Anderson, John R., Bookseller, New York, N. Y.

n p Andrews, Clement W., Ln. John Crerar L., Chicago, Ill.

Angell, Orra A., Tr. P. L., Greenville, R. I.

Arnold, Mrs. George J., Tr. Edgewood P. L., Providence, R. I.

Arnold, John H., Ln. Harvard Law L., Cambridge, Mass.

p Arnold, Lillian B., P. L. Commission of Indiana, Indianapolis, Ind.

Ashley, Grace, Secy. to Ln. F. P. L., Newark, N. J.

Ashley, May, Ln. P. L., Greenfield, Mass.

p Askew, Sarah B., Organizer N. J. P. L. Commission, Trenton, N. J.

Ayer, Clarence W., Ln. P. L., Cambridge, Mass.

Ayer, Mrs. Clarence W., Cambridge, Mass.

n Bacon, Corinne, Instructor N. Y. State L. Sch., Albany, N. Y.

p Bailey, A. L., Ln. Institute F. L., Wilmington, Del.

Bailey, C. H., Official Reporter, Buffalo, N. Y.

Bain, James, Chief Ln. P. L., Toronto Can.

Baker, Edith Mildred, As. Clark Univ. L., Worcester, Mass.

Baker, E. L., Barrington, R. I.

Baker, George T., Tr. P. L., Barrington, R. I.

p Baldwin, Clara F., Secy. P. L. Commission, St. Paul, Minn.

Baldwin, Elizabeth G., Ln. Teachers Coll., New York, N. Y.

Baldwin, Emma V., Librarian's Secy. P. L., Brooklyn, N. Y.

Ball, Sarah B., Plainfield, N. J.

n Ballard, H. H., Ln. Berkshire Athenæum, Pittsfield, Mass.

Bancroft, Anna M., Tr. Bancroft Memorial L., Hopedale, Mass.

Bancroft, Edna H., As. Williamsburgh Br. Brooklyn P. L., Brooklyn, N. Y.

Bangs, Helen B., As. Ln. P. L., Fitchburg, Mass.

p Banks, Mary, Ref. Ln. P. L., Seattle, Wash.

Barber, Florence M., As. P. L., Somerville, Mass.

p Barnes, Cornelia S., Simmons Coll. L. Sch., Boston, Mass.

* p went to Providence July 3.
n went to Nantucket.

- p Barnes, Tirza L., Ln. Otterbein Univ., Westerville, O.
- p Barnes, Walter L., Y. M. C. A. L., Albany, N. Y.
- Barnett, Claribel R., As. Ln. Dept. of Agriculture, Washington, D. C.
- Barry, Kathleen E., care of Cedric Chivers, 1242 Fulton St., Brooklyn, N. Y.
- p Barton, Edmund M., Ln. American Anti-quarian Society, Worcester, Mass.
- Barton, Margaret S., As. P. L., Boston, Mass.
- Bassett, Rufus W., Tr. P. L., Fall River, Mass.
- Baum, Henry Mason, President Nat. Photographic L., Washington, D. C.
- p Baxter, Charles N., As. Athenæum, Boston, Mass.
- Beals, Joseph E., Tr. P. L., Middleboro, Mass.
- p Beatty, Sarah A., As. P. L., Brooklyn, N. Y.
- Beckley, Clara M., As. P. L., Brooklyn, N. Y.
- p Berry, Silas H., Brooklyn, N. Y.
- p Bevans, Mary M., Ln. P. L., Rhinelander, Wis.
- p Bigelow, Frank B., Ln. N. Y. Society L., New York, N. Y.
- p Biscoe, Walter S., Catalog Ln. State L., Albany, N. Y.
- p Bishop, William W., Chief Cat. Princeton Univ. L., Princeton, N. J.
- p Bixby, Edward, As. P. L., Providence, R. I.
- p Blackwelder, Paul, As. Ln. P. L., St. Louis, Mo.
- Blaisdell, Frank C., Chief Issue Dept., P. L., Boston, Mass.
- p Blakely, Bertha E., Ln. Mt. Holyoke Coll. L., Hadley, Mass.
- Blanchard, Caroline A., Ln. Tufts L., Weymouth, Mass.
- p Blanchard, Grace, Ln. P. L., Concord, N. H.
- Bliss, Richard, Ln. Redwood L., Newport, R. I.
- n p Bliss, Robert P., As. Secy. State F. L. Commission, Harrisburg, Pa.
- Bolton, C. K., Ln. Boston Athenæum, Boston, Mass.
- p Bonner, Marian F., Receiving Clerk P. L., Providence, R. I.
- Boody, David A., Tr. P. L., Brooklyn, N. Y.
- Boody, Mrs. David A., Brooklyn, N. Y.
- Boon, Frances B., Cat. R. I. Hist. Soc., Providence R. I.
- Borden, Fanny, Associate Ln. Smith Coll. L., Northampton, Mass.
- p Bostwick, Arthur E., Chief Circulating Dept. P. L., New York, N. Y.
- Boswell, Jessie P., Student N. Y. State Library Sch., Albany, N. Y.
- Bongartz, J. Harry, Ln. R. I. Law L., Providence, R. I.
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- p Braniff, Florence, Director Girls' Clubs, Jacob A. Riis Settlement, New York, N. Y.
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- p Bridge, Alice M., As. City L., Springfield, Mass.
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- Briggs, Mrs. Albert T., Cambridge, Mass.
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- p Brigham, Herbert O., Ln. State L., Providence, R. I.
- Brooks, Chas. C., Founder Brooks F. Libraries, New York, N. Y.
- p Brooks, L. Edna, Ref. Ln. P. L., Cambridge, Mass.
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- p Whitmore, F. H., Ln. P. L., Brockton, Mass.
- p Whitney, Mrs. Carrie W., Ln. P. L., Kansas City, Mo.
- p Whitney, H. M., Ln. P. L., Branford, Conn.
- p Whittemore, Edith A., As. Robbins L., Arlington, Mass.
- p Whitten, Robt. H., Sociology Ln. State L., Albany, N. Y.
- p Whitten, Mrs. Robt. H., Albany, N. Y.
- p Wiggin, Frances S., Simmons Coll. L. Sch., Boston, Mass.
- p Wiggin, Mary P., As. P. L., New York, N. Y.
- Wiggin, Miss, Morgantown, W. Va.
- Wiggin, Pauline G., Ln. West Va. Univ., Morgantown, W. Va.
- Wilbur, Amey C., As. P. L., Providence, R. I.
- p Wilcox, Ethan, Ln. P. L., Westerly, R. I.
- p Wilde, Alice, Br. Ln. P. L., New York, N. Y.
- p Wilder, Gerald G., As. Bowdoin Coll. L., Brunswick, Me.
- p Wildman, Bertha S., Ln. P. L., Madison, N. J.
- Wiley, Edwin, Ln. Vanderbilt Univ. L., Nashville, Tenn.
- Willard, Harriet S., Providence, R. I.
- p Williams, Elizabeth S., As. P. L., Brooklyn, N. Y.
- Williams, Lizzie A., Ln. P. L., Malden, Mass.
- n p Wilson, H. W., Publisher, Minneapolis, Minn.
- n p Wilson, Mrs. H. W., Minneapolis, Minn.
- Wilson, Louis N., Ln. Clark Univ. L., Worcester, Mass.
- p Wilson, Louis R., Ln. Univ. of North Carolina, Chapel Hill, N. C.
- Wilson, Ralph H., Bookseller, New York, N. Y.
- Wilson, Mrs. Ralph H., New York, N. Y.
- Winans, Euphemia, As. P. L., New York, N. Y.
- p Winchell, F. Mabel, Ln. City L., Manchester, N. H.
- Winchester, Geo. F., Ln. P. L., Paterson, N. J.
- Winer, Beatrice, As. Ln. P. L., Newark, N. J.
- Winship, Geo. P., Ln. John Carter Brown L., Providence, R. I.
- Winsor, Mrs. W. P., Th. Millicent L., Fairhaven, Mass.
- p Wire, Dr. G. E., Deputy Ln. County Law L., Worcester, Mass.
- p Wire, Mrs. G. E., Worcester, Mass.
- Wister, Owen, Philadelphia, Pa.
- Wister, Mrs. Owen, Philadelphia, Pa.
- Wood, Charles R., Ry. Ln., Providence, R. I.
- p Wood, Mary W., Br. Ln. P. L., Chicago, Ill.
- Woodman, Mary S., Sch. Ln., Somerville, Mass.
- p Woodruff, Eleanor, Ref. Ln. Pratt Inst. F. L., Brooklyn, N. Y.
- p Woodward, Frank E., Tr. P. L., Malden, Mass.
- p Woodworth, Florence, Director's As. State L., Albany, N. Y.
- p Wright, C. E., As. Ln. Carnegie F. L., Duquesne, Pa.
- p Wright, Purd B., Ln. P. L., St. Joseph, Mo.
- Wright, Mrs. Purd B., St. Joseph, Mo.
- Wright, Master, St. Joseph, Mo.
- Wyer, J. I., Jr., Ref. Ln. State L., Albany, N. Y.
- Wynkoop, Asa, Sub-Inspector State L., Albany, N. Y.
- Wynkoop, Mrs. Asa, Albany, N. Y.
- p Yaeger, Clement L., As. P. L., New Bedford, Mass.
- p Yerkes, Lillian M., As. Jacob Tome Inst. L., Port Deposit, Md.
- p Yust, Wm. F., Ln. P. L., Louisville, Ky.
- p Yust, Mrs. Wm. F., P. L., Louisville, Ky.

ATTENDANCE SUMMARIES

BY NINA E. BROWNE, Registrar; Secretary A. L. A. Publishing Board

BY POSITION AND SEX				BY STATES			
	Men.	Women.	Total.	Me.	Ky.		
Trustees.....	25	7	32	N. H.	Ohio.		
Commissioners.....	7	11	18	Vt.	Ind.		
Chief librarians.....	119	147	266	Mass.	Ill.		
Assistants.....	64	302	366	R. I.	Mich.		
Library school students and instructors.....	3	28	31	Conn.	Wis.		
Commercial agents.....	32	5	37	N. Y.	Minn.		
Teachers, professors, etc...	6	2	8	Penn.	Ia.		
Others.....	24	110	134	N. J.	Mo.		
Total.....	280	612	892	Del.	Kan.		
Deduct those counted twice.....		1	1	Md.	Neb.		
	280	611	891	D. C.	Col.		
BY GEOGRAPHICAL SECTIONS				W. Va.	Utah.		
9 of the 9 No. Atlantic states sent.....			647	Va.	Cal.		
9 " 9 So. Atlantic states "			69	N. C.	Ore.		
4 " 8 So. Central states "			12	S. C.	Wash.		
8 " 8 No. Central states "			134	Ga.	Canada.		
3 " 8 Western states "			11	Fla.	England.		
4 " 8 Pacific states "			11	Tex.			
Canada			6	Okla.	Total....		891
England			1	Tenn.			
Total.....			891				

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